

CHAMPs In Action:

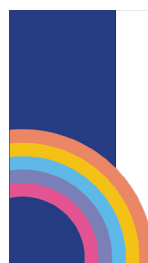
Advancing Community Health Through Evidence-based HIV Stigma Reduction Interventions

Training Manual



CHAMPs

in Action



CAAT
Community
Alliance for
Accessible
Treatment

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The training materials contained in this manual are based on the original interventions developed by Dr. Alan Li, Dr. Josephine Wong, Dr. Kenneth Fung and Dr. Mateusz Zurowski for the Community Champions HIV/AIDS Advocates Mobilization Project (CHAMP) that was carried out by the Community Alliance for Accessible Treatment (CAAT - formerly Committee for Accessible AIDS Treatment) between 2011 and 2015. Since then, the CHAMP intervention has been adapted for use in frontline programming (e.g., Acceptance and Commitment to Empowerment) and large scale national intervention study to reduce mental illness stigma (e.g., Strength In Unity Study).

The Champs-In-Action Training Manual is a resource developed to support effective facilitation of the CHAMP intervention in real-world settings to reduce HIV and related stigma, promote individual and collective resilience, and mobilize community action for social justice and equity. The learning activities in this manual have been refined based on research evidence, participant feedback, and insights gained by the authors through the CHAMP study, as well as the subsequent Acceptance and Commitment Training in the Strength in Unity Project.

An ancient sage, Lao Tzu, said, "To see things in the seed, that is genius." The CHAMP intervention could not have come into being without the vision, faith, dedication and commitment of the original CHAMP Study Team. We therefore take this opportunity to acknowledge the valuable contribution of the following individuals and organizations for being the geniuses that saw the power of collective action towards social change.

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Africans in Partnership for the Prevention of AIDS (APAA)
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ACRONYMS

ACAS	Asian Community AIDS Services
ACE	Acceptance and Commitment to Empowerment
ACT	Acceptance Commitment Therapy/Training
AIDS	Acquired Immune Deficiency Syndrome
APPA	Africans in Partnership for the Prevention of AIDS
ASAAP	Alliance for South Asian AIDS Prevention
ASO	AIDS Service Organizations
BCAP	Black Coalitions for AIDS Prevention
CAAT	Community Alliance for Accessible Treatment (formerly Committee for Accessible AIDS Treatment)
CHAMP	Community Champions HIV/AIDS Advocates Mobilization Project
CL	Community Leaders
CSSP	Centre for Spanish Speaking Peoples
GIPT/MIPA	Greater Involvement / Meaningful Involvement of People living with HIV/AIDS
PLHIV/PHA	Persons Living with HIV/AIDS
SJCB	Social Justice Capacity Building

HOW TO USE THIS MANUAL

The Champs-In-Action Training Manual is a resource developed to support graduates of the CHAMPs Train-the-Trainer (TTT) Program in delivering the CHAMPs intervention in real-world community settings. The manual is organized and divided into four sections based on the four CHAMPs training sessions.

- Each section begins with a template of a training agenda that facilitators can adapt and finalize for use.
- Each training session consists of multiple activities. These activities are organized in a sequence and activity-specific handouts and worksheets are numbered in a way that matches the learning activity.
- All the handouts and worksheets are collated as a separate **Program Participant Workbook** to enhance easy preparation and support participants to keep their learning materials together.
- It is important to note that the total training time for each session is 8 hours: time required to complete contents (6 hours); activity transition time (1 hour); and lunch + refreshment (1 hour).
- Facilitators will begin each session with the Land Acknowledgement, which can be found at the Session 1 Introduction section and also at the beginning of the Program Participant Workbook.

Keys to Effective Facilitation

Effective facilitation of the CHAMPs training requires two key sets of skills: (a) group facilitation skills, and (b) ability to understand and facilitate the CHAMPs intervention.

The following section is an overview of effective facilitation and consists some general tips. These tips are useful in supporting facilitators in delivering the CHAMPs learning activities.

1. Be mindful of the facilitators of collaborative learning

- Identify participants' learning needs specific to CHAMPs In Action.
- Establish safe and respectful environment for learning – ground rules/guiding principles, and program expectations.
- Build empowering relationships among all members -- participants and facilitators.
- Apply sequential learning that starts with simpler activities and moves into more complex learning. The CHAMPs intervention is designed based on sequential learning that supports participants to acquire psychological flexibility.
- Promote integrative learning that involves ideas (cognitive), feelings (affective) and actions (psychomotor).
- Demonstrate effective team work and positive role modeling.

2. Be prepared

- Ensure that supplies/materials required for each session are available – materials needed are included in the instructions of each learning activity.
- For Session 1, ensure that consent forms and pre-training surveys are available for all participants. [NOTE: Facilitators must ensure that the participant ID code is complete and legible. Facilitators encourage participants to complete all questions as fully as possible to aid evaluation, but at the same time remind participants that completion of the survey is voluntary. When participants submit the surveys, facilitators check them for completeness to ensure participants have not missed questions by mistake.]

- For Session 4, ensure that post-training surveys are available for all participants and follow similar procedures as described above.
- Additional materials to be included for each sessions are:
 - o Name tags, attendance sheet, and an agenda for each session
 - o Markers, pens and scrap paper, masking tape, flip chart paper and facial tissues
 - o Training instructions for facilitators, participant feedback forms, facilitator’s reflection form
 - o Audio-visual equipment as relevant
 - o Handouts and worksheets of each session
 - o A watch or clock to keep track of time – one member of the facilitation team must take on the role of a time-keeper to ensure completion of the training as planned
 - o Refreshments (snacks and drinks that promote holistic health)

3. Land Acknowledgement at the beginning of each training session.

4. Set Guiding Principles or norms at the beginning of the training program and review these principles at each session.

5. Review agenda at the beginning of each training session so that participants know what to expect.

6. Be familiar with the training session plans and carry out the core components in each training session accordingly.

a. **Holistic check-in** - Provide an opportunity for participants to share what state they are in physically, emotionally, mentally and spiritually, as well as their energy level so that we are aware of their experiences and develop supportive relationships. This is also the time for participants to discuss or raise unfinished or “burning” issues from previous sessions so that they do not become barriers to learning.

b. **Break** - Scheduling a break to allow everyone to re-energize.

c. **Energizer** - An energizer is useful to help participants relax and re- focus, and is necessary especially when the energy level of the participants becomes low after a demanding activity; e.g., after receiving a substantial amount of new information, or after an intense discussion, etc.

d. **Debriefing** – Effective debriefing is a critical component of every

Tips on effective facilitation and debriefing:

- Use a note pad and write down key words or key ideas given by participants during sharing;
- Refer back to these ideas during debriefing to help participants make sense of how the learning activity is relevant to their lived experiences or realities; and
- Also use participants’ ideas or examples to illustrate how they fit with the ACE model – which psychological processes, or empowerment underpinnings.
- For example, the facilitator may say, “I heard Chris shared earlier that he missed the bus and instead of worrying and getting upset like he would have been in the past, he decided to practice mindfulness while he waited for the next bus.” Then, using the ACE Model diagram, the facilitator continues to debrief: “ That is an excellent example of awareness and openness to new experiences, not getting stuck with the thought and emotion about missing the bus, and taking the opportunity to practice mindfulness. That is very helpful for many of us.”

learning activity. It is during debriefing that participants have the opportunity to reflect on the experiential or cognitive learning to gain insights about how the activity is relevant to them and to their communities. It is also during debriefing that facilitators can reinforce the central message of the learning activity.

- e. **Take Away Activities** – Learning is consolidated when participants are able to apply what they have learned in the training sessions in their everyday life. Encouraging participants to practice mindfulness and ACE strategies will support participants to acquire psychological flexibility. When participants share their take away activities during reconnection in the next training session, they also inspire as well as learn from each other.
- f. **Summary Review and Closure** - A sum-up review helps the participants to recap the group processes and learning at the end of each session. A closure activity helps participants to reflect on their experience and conclude each session of learning with a sense of completion until the next session.

7. Demonstrate effective facilitation throughout the CHAMPs intervention using the following strategies:

- Be aware of one's own biases and commit to socially just practice
- Practice mindful and active listening
- Stay focused in the present
- Attend to environmental and contextual influences that may affect group dynamics
- Embrace differences in opinion and encourage open discussions
- Recognize and acknowledge participants' efforts and contributions
- Use verbal and non-verbal compassionate communication to facilitate open discussion and resolve conflicts
- Encourage meaningful and equitable participation from everyone in the group

Source:

Adapted from Ho, M., Tse, Y. H., Wong, J. P. & Wong, Y. R. (2002). *Women's holistic health peer leadership training manual (for service providers)*. Hong Fook Mental Health Association. Toronto, ON. ResearchGate DOI: 10.13140/RG.2.2.22376.57608

SESSION 1

INTRODUCTION TO ACE – BEING PRESENT & DEFUSION

Time	Chapter	Agenda/Activity	Learning Domains
		Registration & Breakfast	
20 Min	1.1	Welcome/Introduction/Check-in/Logistics	Being Present Values /Committed Actio
20 min	1.2	Guiding principles (ground rules)	Being Present Values
20 min	1.3	Group Goals	Committed Action
10 min		Break	
20 min	1.4	History/Background of CHAMPs in Action: rationale, research evidence and impact	ACE
30 min		Consent & pre-intervention survey	ACE
10 min		Break	
40 min	1.5	CHAMPs In Action Theoretical Model	ACE
30 min	1.6	Introduction to Mindfulness+ Grounding mindfulness practice	Being Present
50 min		Lunch	
45 Min	1.7	Experiences of Stigma in our lives	Defusion
45 Min	1.8	Paired Singing	Defusion, Acceptance
10 min		Break	
45 Min	1.9	Stories & Rules on Stigma	Defusion Equity & Social Justice
20 min	1.10	Mindfulness practice: Eating Raisins	Being Present Interdependence
15 min	1.11	Take Away Activities: <ul style="list-style-type: none"> • Mindfulness practice • Identifying barriers to psycho-flexibility 	Being Present Committed Action
10 min		Check-out & Reflections & Evaluations	Being Present

Total time for training content activities: 8 hours
6 hours of learning activities and 2 hours for activity transition, lunch and breaks.

1.1 INTRODUCTION, LAND ACKNOWLEDGEMENT AND GETTING TO KNOW EACH OTHER

Learning Objectives:

- To facilitate trust, mutual respect, and group cohesion
- To assess participants' feelings and gauge their energy level

Materials: Markers, Name tags, Flipchart

Time Required: 20 Minutes

Activities & Instructions

Instructions to Participants:

1. **Facilitator #1 says**, "Hello everyone, welcome to the first session of the CHAMPs in Action Training. My name is _____, and I am a Program Associate for the CHAMPs in Action Project. I will be co-facilitating all our training with my colleague _____. Before we begin today's session, we will take time to honour and acknowledge the history of the land we are meeting on. The Land Acknowledgement helps remind us of the histories and negative impact of colonialism and racism. It supports us to be mindful about what it means to occupy space on indigenous lands, our relationships with indigenous peoples and our responsibilities towards the lands. (**Facilitator** reads *Land Acknowledgement* below)

Land Acknowledgement

"With gratitude and respect, we acknowledge that we are meeting on the traditional territory of many Indigenous Nations. Toronto is in the 'Dish With One Spoon Territory'. The Dish With One Spoon is a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect. As we begin our learning journey together, we are mindful of the continuing impact of colonialism, racism, HIV stigma and other forms of social injustices that disproportionately impact the Indigenous peoples and other racialized and socially marginalized communities in Canada. We stand in solidarity with the Indigenous peoples as allies to continue our fight for social justices and work towards ending HIV stigma and other forms of discrimination locally and globally."

2. **After Land Acknowledgement, Facilitator** leads the introduction. "Again, my name is _____. My background is _____. I look forward to working with all of you. I will now invite my co-facilitator _____ to introduce herself/himself/themselves."
3. **Facilitator #2 says**, "Hello everyone. My name is _____. I am also the CHAMPs in Action Program Associate. My background is _____. Now, we would like to invite you to introduce yourself. Tell us briefly, in a minute or so, (i) your name, (ii) whatever you wish to share with the group about yourself, (iii) a colour you choose for today and why. It does not even have to be your favourite colour; and (iv) your energy level. From a scale of 1 to 10, 1 being extremely low energy level and 10 being very high, tell us your energy level. We may ask you about your energy level at the end of each session."

Continued on the next page

4. *(After all the participants have taken a turn, facilitator debrief the activity.)*

Facilitator #2 says, “Thank you, everyone, for sharing. We will get to know each other more as we go through the training sessions together. Notice that each of us may choose a different colour from others, and even if we do choose the same colour, we may bring different meanings to it. So we all bring in our own unique perspectives and experiences. There is room for all of them. And together, we have a wider spectrum of colour! It is also great that we all share where we are at in terms of our energy level. Knowing this will enable us to be aware and support each other during our learning together.”

5. Facilitator #1 says, “Before we go on to our next activity, I just want to take care of a few housekeeping items.”

(Facilitator #1 provides participants with information on training facilities - e.g., washroom, any announcements, honoraria, etc.)

Key Summary Points:

- Thank participants for sharing.
- Remind participants to be mindful of the diversity of perspectives and energy level amongst themselves
- Encourage everyone to be sensitive and supportive to each other and to participate in the best capacity they can.

1.2 GUIDING PRINCIPLES (GROUND RULES)

Learning Objectives:

- To establish a set of collectively agreed-upon principles and rules to guide individual behaviour within the group
- To promote group safety, which is essential for meaningful participation
- To set parameters for individual behaviour between training sessions; and
- To promote group interactions that value everyone's input

Materials: Flip chart paper, Markers, Masking Tape

Time Required: 20 Minutes

Activities & Instructions

Instructions To Participants:

1. **Facilitator #1 says**, "The next activity we are going to do is to collectively come up with a list of ground rules and guiding principles that we as a group will follow. How many of us here have heard of the term "ground rules"?"

(Facilitator #1 acknowledges participants' familiarity and unfamiliarity with the term "ground rules.")

2. **Facilitator #1 says**, "In simple terms, ground rules are rules that we all agree upon and will be used to guide how we interact with each other throughout the training and how we relate to each other between training sessions. Based on your previous group experience, I will invite you to share ground rules that you feel are important and useful to support us to function as a group.

(Facilitator #2 writes down participants' suggestions of ground rules on flip chart paper. Facilitator #1 clarifies with participants what they mean if they name one or two words as a ground rule. For example, if a participant says: "confidentiality," Facilitator #1 will follow up asking the participant to say more about what she/he/they meant by confidentiality.)

*(Facilitator #1 reviews the list of ground rules suggested by participants at the end of the activity. **A number of ground rules are essential for group interaction see list just below.** If any of the items on this list have not been mentioned, Facilitator #1 will bring these up and establish them as ground rules.)*

(Facilitator #2 posts the list of agreed-upon ground rules on the wall of the training room.)

3. **Facilitator #2 says**, "I am posting these ground rules on the wall here so that we can refer to them throughout all the training sessions. We will review these ground rules together at the beginning of each training session. During the training, if you think of another ground rule that would support positive interaction among all of us as a group, we invite you to share it and we will add it to the list."

Notes to Facilitators:

Items to be included in the list of ground rules:

- **Confidentiality:**

Facilitator says, “Everything personal that is shared in this room will remain in this room, that is, each one of us agree not to reveal any personal sharing to anyone outside of this group.”

(Help the group distinguish between confidential personal information (names, detailed experiences, etc.) and generic teaching points that can be shared (e.g. the CHAMPs in Action model, the effect of stigma, etc.).]

[Raise the issue of interactions outside the group, e.g., greeting each other outside the group while maintaining confidentiality about how they met.]

Facilitator says, “In the next part, when we go through the informed consent and the pre-training survey, there is a section on the consent form that specifies our commitment to confidentiality as well, so we will be asking you to sign that as part of the agreement.”

- **Mutual respect:**

Facilitator says, “Each one of us agrees to respect the others as fellow human beings, and respect each other’s opinions and ideas, even when we may not agree with each other. This also means sharing time and giving each person the opportunity to share their ideas and opinions.”

- **Use the “I” statement:**

Facilitator says, “This means each one of us agrees to take accountability for what we say and share, to speak from our own experiences and not on behalf of others. An example of an “I” statement is: ‘I feel that most Asian children have lost their connections to their parents’ culture.’”

- **Punctuality:**

Facilitator says, “Since our goal is to learn together as a group within a limited amount of time, what are your thoughts on punctuality?”

*[After participants define punctuality, **Facilitator #2** summarizes on flip chart – “Punctuality: arriving on time, return from lunch and breaks on time.”]*

- **Take-Home activities:**

Facilitator says, “An important component of our training is homework or take-home activities between the training sessions. This includes some additional self-reflection and integrating some of the skills and practices we learn into your daily activities. May we invite everyone to make a commitment to doing these take-home activities?”

- **Absence:**

Facilitator says, “The CHAMPs in Action training involves a lot of structured experiential group learning activities on interconnected topics. We ask that you try your best to attend all the sessions in order to get the maximum benefit from the training. If you have to miss 2.5 or more hours of the training, we would request that you withdraw from the group and rejoin the program next time it is offered.”

Key Summary Points:

- Ground rules or guiding principles reflect our shared values and these value-guided rules will support our collaborative learning together.

Source:

Committee for Accessible AIDS Treatment. (2012). ETSN Training: Learning and Healing Out Level 1. Toronto, ON: Community Alliance for Accessible Treatment

1.3 GROUP GOALS

Learning Objectives:

- To enable participants' clarity on their reasons and hopes for attending the group
- To orientate the group towards values and committed action in CHAMPs in Action
- To identify common purposes for the groups while respecting individual needs
- To enhance group cohesion and awareness on the interconnectedness of individual and group goals

Materials: Flip chart paper, Markers (water-based to reduce allergies), Masking Tape

Time Required: 20 Minutes

Activities & Instructions

Instructions to Participants:

Facilitator #1 says, "The next part is to generate a list of Group Goals. We want to explore what you would like to get out of the training. You can share your personal goals in attending this session (i.e., how this may change or help you in your own life), or group goals (i.e., what you would like the group to achieve together.)"

(Facilitator #2 Writes down participants' suggestions of group goals on flip chart paper. Post group goals for reference at all sessions sessions [e.g., when discussing values] and review on last training session.)

Notes to Facilitators:

- If participants only focus on personal goal, encourage them to think also about group goals
- Where appropriate, facilitators may want to probe further to turn vague or negative goals (e.g., not to feel powerless, or to have less anxiety) into S.M.A.R.T. behavioural goals (Specific, Measurable, Attainable, Realistic, Timely).

For example:

- » **Participant X says,** "I do not want to feel powerless anymore."
- » **Facilitator #1 probes by saying,** "I am hearing that you would like to feel empowered. What would you be able to do when you are empowered?"
- » **Participant may say,** "I would speak out against stigma."
- » **Facilitator #2 writes down the action-oriented goal of "speaking out against stigma" on flip chart.**

(Facilitator #2 Reviews the list and check to see if participants have any additional goals and summarizes the list.)

Key Summary Points:

- Individual and group goals are reflective of our values.
- In a community, individual goals and group goals are often interdependent of each other.
- The goal of the CHAMP training is to support participants to achieve some of these goals through developing value-guided committed action.

1.4 BACKGROUND ON CHAMPS-IN-ACTION

Learning Objectives:

- To provide participants with information about the background of CHAMPS-In-Action: rationale, research evidence and impact
- To enhance participants' curiosity and interest about the CHAMP intervention
- To celebrate community successes and inspire commitment among participants action for social justice

Materials: Projector, Laptop, Video on CHAMPS-In-Action background, Handout 1.4.1 - Background on CHAMPS-In-Action

Time Required: 20 Minutes

Activities & Instructions

Instructions to Participants:

1. **Facilitator says**, "As some of you might have heard, CHAMPS-In-Action is developed based on the CHAMP research study led by the Community Alliance for Accessible Treatment (CAAT). We are now going to show you a 10-minute video on CHAMP."
2. After showing the video, **Facilitator** debriefs by saying,
 - "Does anyone have any question about the video?"
 - "What are your thoughts about CHAMP?"
 - "You may find more information from the CAAT website."

Key Summary Points:

- CHAMP was successful because it was community-driven and it exemplified GIPA/MIPA, social justice and collective empowerment principles.
- CHAMPS-In-Action is informed by CHAMP but it is at a larger scale. During the period of the next four years, over 600 people will be trained and engaged as community anti-stigma and social justice champions.

Handout 1.4.1 – Background on CHAMPS-In-Action

CHAMPS-In-Action

CHAMPS-In-Action is a 5-year alliance project funded by the Public Health Agency of Canada (PHAC) in late 2017 to scale-up the CHAMP intervention, which has proven to be effective in reducing HIV stigma and mobilizing collective action for social justice. This alliance project is led by the Community Alliance for Accessible Treatment (CAAT - (formerly Committee for Accessible AIDS Treatment) in partnership with Africans in Partnerships Against AIDS (APAA), Asian Community AIDS Services (ACAS), Alliance of South Asian AIDS Prevention (ASAAP) and Centre for Spanish Speaking People (CSSP).

The goals of CHAMPS-In-Action are to reduce stigma of HIV and other social stigmas, advocate for social and health equity, and to promote the greater and meaningful involvement of people living with HIV/AIDS (GIPA/MIPA) and affected communities in HIV prevention, early testing, and the HIV care cascade (diagnosis, linkage to care, sustained treatment/care, and viral suppression). The project team will apply the integrated ACE model to achieve the project goal.

CHAMPS-In-Action is being implemented in the African, Caribbean and Black, East and Southeast Asian, Latino and South Asian communities. The CHAMP Alliance and CHAMPS-In-Action project teams will collaborate with their communities, tapping into the existing community strengths, resources and invaluable knowledge, to adapt and implement the CHAMP intervention. Collectively, they are committed to apply CHAMP to address the relevant issues that impact the physical, sexual, mental, social and spiritual health of these culturally diverse communities.

The CHAMPS-In-Action project teams will also use a train-the-trainer model to build capacity among staff, peer leaders and core volunteers from the CHAMP Alliance agencies. Over a period of four years, 640 people will be trained as champions. These trained champions will be mentored to implement the CHAMP intervention as an integrated program and to work with PLHIV and other vulnerable and marginalized individuals and groups, service providers, and multi-sectoral stakeholders to reduce HIV stigma and other social stigmas, promote collective resiliency, mobilize communities and encourage advocacy. It is anticipated that CHAMPS-In-Action will engage at least 3200 community members over the course of the project.



Continued on the next page

What is CHAMP?

The Community Champions HIV/AIDS Advocates Mobilization Project (CHAMP) was a community-based intervention program conducted by the Community Alliance for Accessible Treatment in partnership with four AIDS service organizations and researchers from health and academic institutions. The goal of the intervention was to address HIV stigma through collective empowerment, capacity building, and community championship. CHAMP employed two stigma reduction interventions that were found to be effective in reducing HIV stigma: Acceptance Commitment Training (ACT) and Social Justice Capacity Building (SJC.B).



How was CHAMP conducted?

From 2011-2015, we engaged PLHIV and non-PLHIV community leaders (CLs) from faith-based, media, arts, and social justice sectors in Asian, Black, and Latino communities in the Greater Toronto Area (GTA) to participate in the study.

After the interventions:

- ✓ PLHIV had reduced self-stigma.
- ✓ Non-PLHIV CLs had reduced stigma against HIV/AIDS.
- ✓ All participants reported an increase in confidence and readiness to speak out and take action to address HIV stigma and social injustice.
- ✓ PLHIV reported increased self-acceptance, readiness to disclose their HIV status, and motivation to engage in HIV advocacy.
- ✓ Non-PLHIV CLs reported increased awareness of HIV stigma and empathy towards PLHIV.
- ✓ Both groups expressed motivation and commitment to champion HIV issues and address social injustice and demonstrated their action through documented activity logs over 9 months after the training.

What have we learned?

- HIV stigma is a big obstacle to effective HIV responses in all communities.
- The negative impact of HIV stigma is reinforced by intersecting oppressions such as racism, homophobia, sexism, and economic marginalization experienced by ethno-racial minority and newcomer communities.
- By engaging participants in experiential learning that build skills on psychological flexibility, value-oriented committed action, awareness on structural social injustices and strategies in community mobilization, the CHAMP intervention was shown to be effective in reducing HIV stigma and promoting participant championship on HIV issues.
- Based on our lessons learnt, our team has integrated the ACT and SJC.B components to develop the Acceptance and Commitment to Empowerment (ACE) Model for the CHAMPS In Action training.

For more information on CHAMP, visit the website of the Community Alliance for Accessible Treatment <http://caat.link/>

1.5 CHAMPS-IN-ACTION THEORETICAL MODEL

Learning Objectives:

- To introduce the theoretical concepts of Acceptance and Commitment to Empowerment Training (ACE)
- To enhance participants' understanding of how the integrated model of ACE contributes to psychological flexibility and collective empowerment

Materials: Projector, Laptop, Video on the ACE model,
Handouts 1.5.1 and 1.5.2 – CHAMPS-In-Action Theoretical Model

Time Required: 40 Minutes

Activities & Instructions

Instructions to Participants:

1. **Facilitator says**, "We are now going to show you a short video on the theories and concepts used to guide our CHAMP intervention. We also have a handout that we will give you after we finish watching the video."
2. After showing the video, **Facilitator** debriefs by saying,
 - "What are the key concepts that you have learned from this video?"
 - "How are some of these concepts relevant to you?"
 - "Does anyone have any question?"

Notes to Facilitators:

- Provide each participant Handouts 1.5.1 and 1.5.2
- Prepare a set of ACE Model - Handout 1.5.2 (one per participant and facilitator) and place each in a plastic sheet protector to be used during training.
- Provide the protected ACE model sheets to participants at the beginning of each session and collect them at the end of each session.
- Use the ACE Model during debriefing of each learning activity to illustrate and reinforce learning about the meaning of each concept of the ACE Model.

Key Summary Points:

The CHAMP intervention was successful because:

- it combined strategies that promote psychological flexibility as well as empowerment education.
- it was community-driven and it exemplified GIPA/MIPA, social justice and collective empowerment principles.

Handout 1.5.1 – Acceptance Commitment to Empowerment Model

Drawing on insights and evidence from the CHAMP Study, we have integrated ACT and SJCB into a holistic model -- Acceptance and Commitment to Empowerment (ACE).

What is ACT?

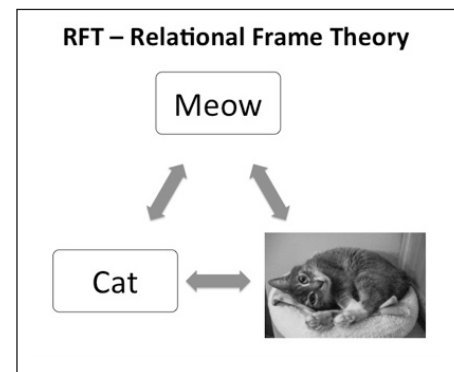
ACT (pronounced as one) refers to Acceptance and Commitment Therapy/ Training. In a nutshell, ACT consists of three steps (Eifer& Forsyth, 2005):

1. **Accept** our thoughts and feelings, including the unwanted ones (anxiety, guilt, pain, sense of inadequacy), by letting go of our struggle with them and recognizing them for what they are – our thoughts and feelings.
2. **Choose** our directions in life by identifying and focusing on what really matters to us and what we truly value in life.
3. **Take action** to realize our valued life goal, or what matters to us based on our personal and collective values, and how to live a meaningful and engaging life.

Our ability to make arbitrary connections: A blessing and a curse?

Human beings have the ability to make complex and arbitrary connections between “things” - objects, symbols, representations, aspects of the world - regardless of whether the things are in front of us or not. For instance, most English-speaking people in Canada are able to associate the word ‘meow’ with the word ‘cat’ and an image of a cat in their mind without the actual presence of a cat in their immediate environment.

This ability of applying a relational frame to everything we experience has enabled humans to innovate. At the same time, it has also led to psychological struggles when we are not able to recognize our thoughts as thoughts, or feelings as feelings. We suffer psychologically when we are fused with ideas, thoughts, or unworkable rules and treat them as the absolute truth or reality. For example, we suffer when we are not able to differentiate between ‘I am too skinny’ as a thought and ‘I am too skinny’ as a fused self-concept.



ACT promotes our awareness that:

- we have non-stop judgmental thoughts based on norms and social rules that we have internalized;
- we spend a lot of time thinking about and trying to avoid uncomfortable feelings and unwanted thoughts;
- our avoidance tends to worsen our psychological struggles (e.g., when people keep telling themselves not to be anxious, they tend to become more anxious);
- accepting thoughts and feelings that emerge beyond our control helps to reduce our suffering;
- learning new ways to relate to these thoughts and feelings may free us from being stuck; and
- developing compassion towards ourselves and others often leads us to living fully;
- no thoughts are inherently problematic; it all depends on the context and function of these thoughts; for example, when we are fused with the thought or idea that “life is harsh,” we may retreat and live in isolation. When we are defused from the thought or idea that harsh life is the only reality, we are able to recognize other possibilities in life (e.g., life is creative; life is filled with caring people; experiencing joy is possible even when life seems harsh, etc.) and engage in value-guided and fulfilling living.

Source:

Forsyth, J. P., & Eifert, G. H. (2007). *The mindfulness & acceptance workbook for anxiety: A guide to breaking free from anxiety, phobias & worry Using Acceptance & Commitment Therapy*. New Harbinger Publications.

Continued on the next page

What is SJCB?

SJCB stands for Social Justice Capacity Building, which uses a capacity building approach to address stigma and social inequities. SJCB are underpinned by four interrelated core principles and values: social justice and equity; empathy and compassion; interdependence or interconnectedness, and collective empowerment. The goals of SJCB are to support participants to recognize human interdependence, individual and collective resilience, and the possibilities for human flourishing when we work together to advocate for social justice and equity.

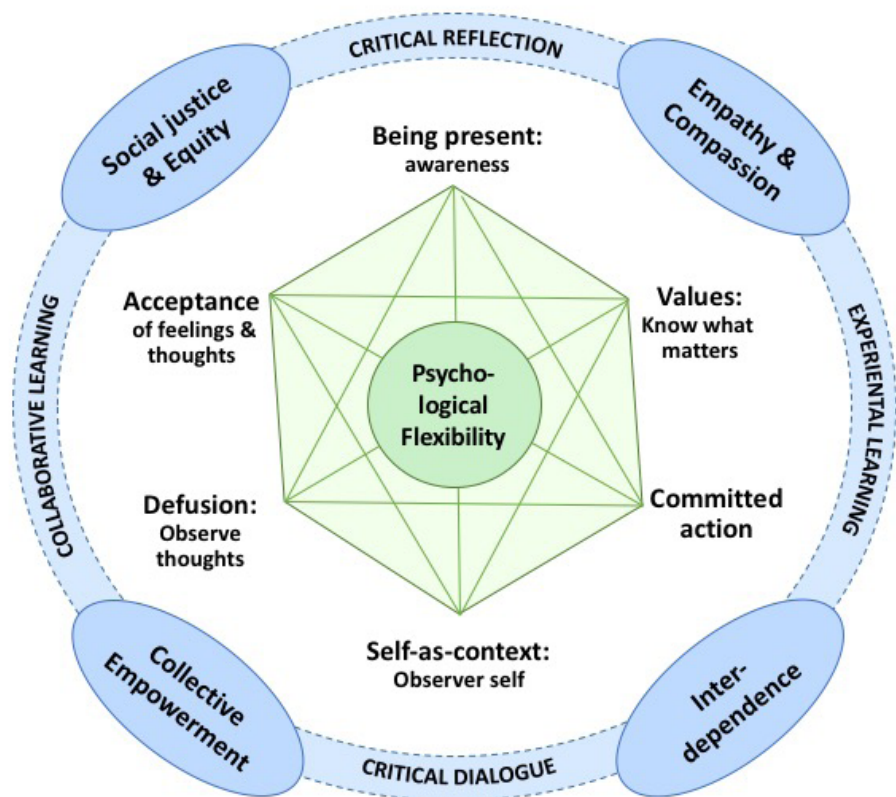
SJCB engages participants in four processes:

- experiential learning that engages participants as holistic beings and honor their embodied knowledge and lived experiences;
- critical reflection that enables participants to recognize the impact of how stigma creates fear, self-blame and shame that in turn reinforce structural oppression and domination;
- critical dialogue that supports participants to develop empathy and compassion for themselves and others, and through the process become empowered and motivated to take committed action for social justice
- collaborative learning that promote shared creativity, innovations, and commitment to address social exclusion and health disparities.

In CHAMPs-In-Action, ACT and SJCB are integrated into the **Acceptance and Commitment to Empowerment (ACE) model** to promote psychological flexibility and collective empowerment

ACE learning strategies include: experiential activities that enable participants to let go of rules and stories that perpetuate stigma and get them stuck, interactive activities that facilitate critical understanding of structure violence, and collaborative learning that enable them to develop collective goals and support each other to become HIV and social justice champion.

Acceptance and Commitment to Empowerment (ACE) Model

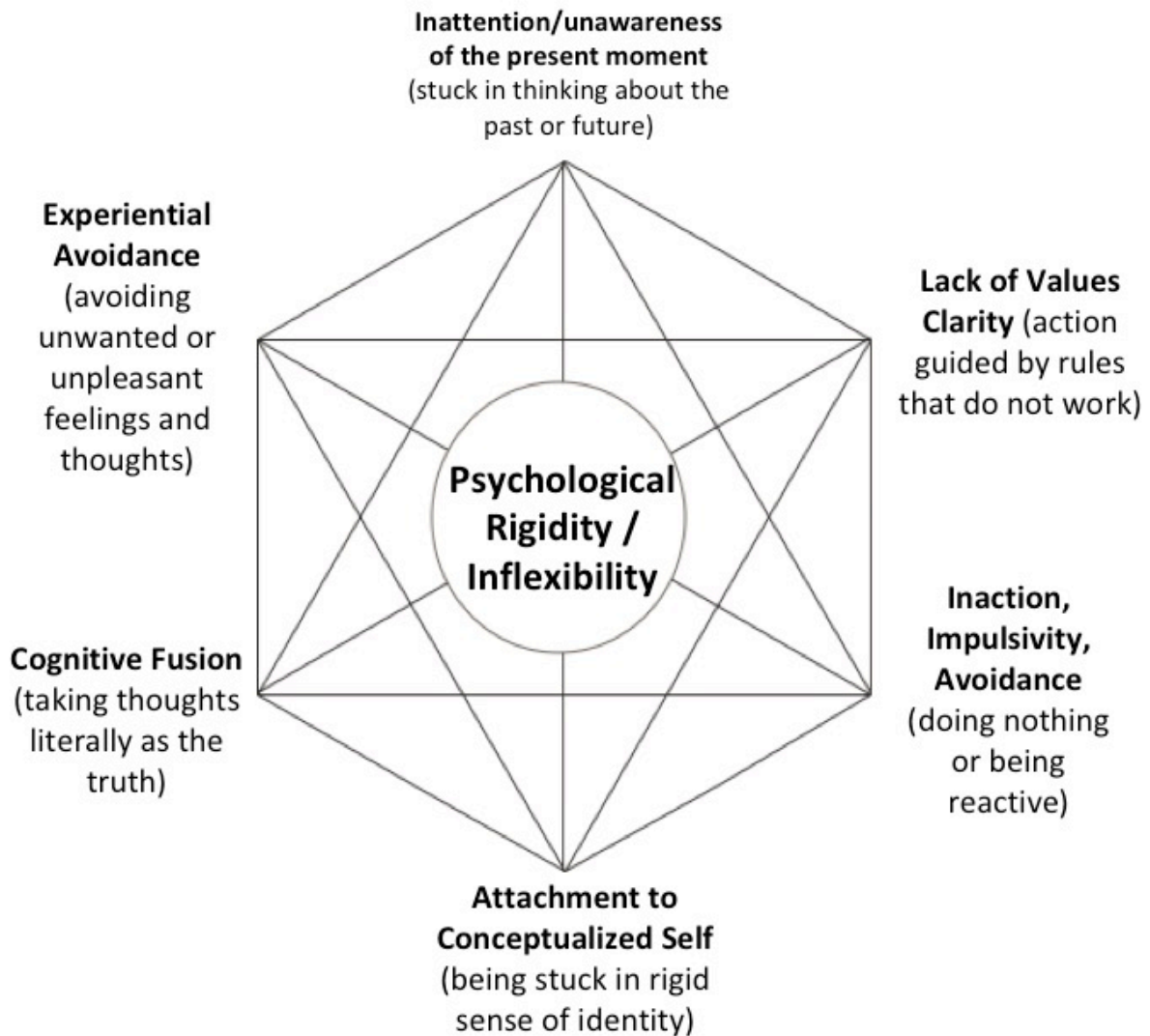


Source:

1. Li, A., & Wong, J. P. (2016). CHAMP: Mobilizing people living with HIV and allies to champion HIV prevention and care in ethno-racial communities. *Prevention In Focus: Spotlights on Programming and Research, Fall 2016* (Published by CATIE). Available: <http://www.catie.ca/en/news/catie-exchange/2016-08-10>
2. ACT Hexaflex diagram adapted from: Luoma, J. B., Hayes, S. C., & Walsler, R. D. (2017). *Learning ACT: An acceptance and commitment therapy skills training manual for therapists* (2nd ed.). Context Press, an imprint of New Harbinger Publications, Inc.

Handout 1.5.2 – ACE Diagram (Side A) – Psychological Inflexibility

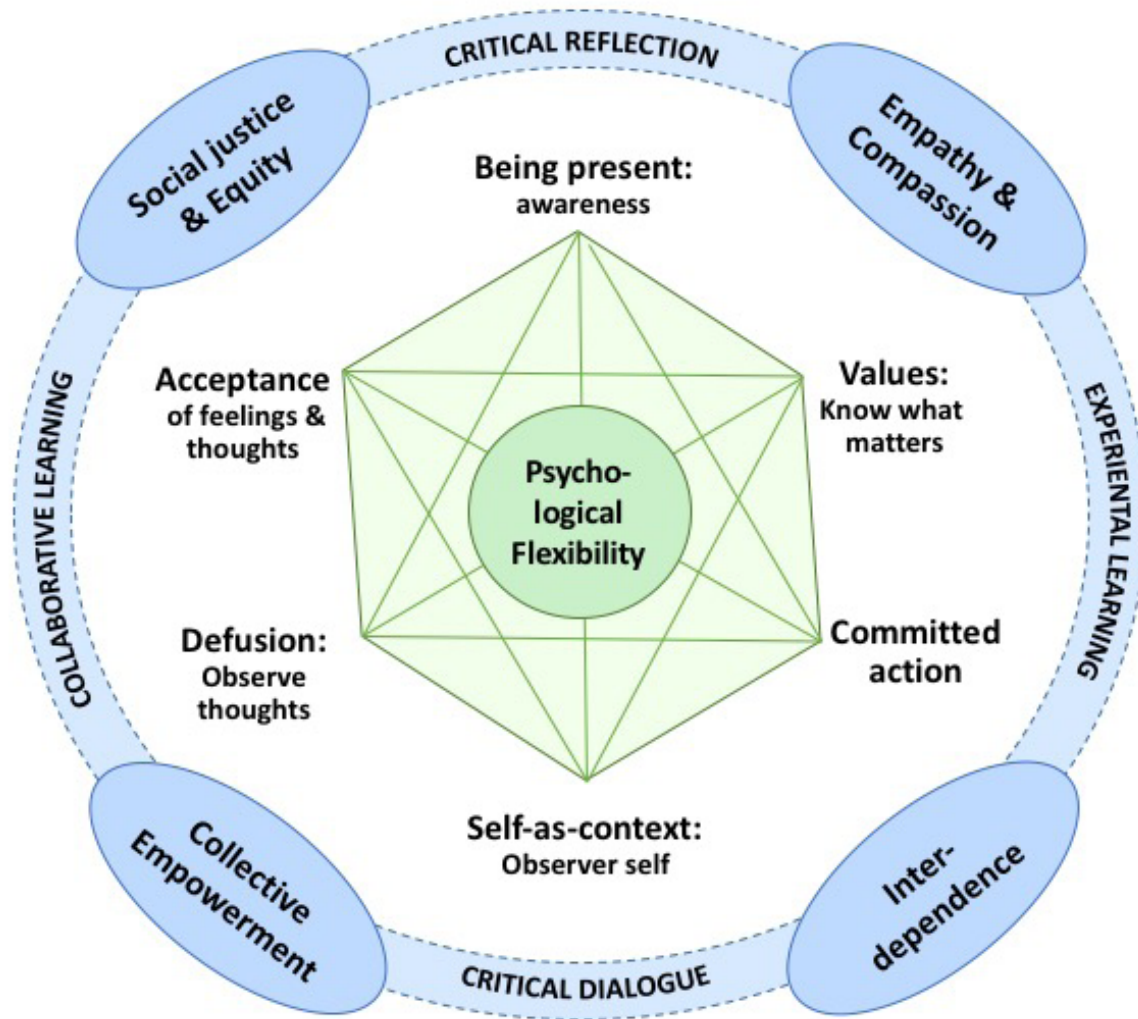
DIAGRAM OF PSYCHOLOGICAL INFLEXIBILITY



Handout 1.5.2–

ACE Diagram (Side B) – Acceptance and Commitment to Empowerment (ACE) Model

Acceptance and Commitment to Empowerment (ACE) Model



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Source:

1. Li, A., & Wong, J. P. (2016). CHAMP: Mobilizing people living with HIV and allies to champion HIV prevention and care in ethno-racial communities. *Prevention In Focus: Spotlights on Programming and Research, Fall 2016* (Published by CATIE). Available: <http://www.catie.ca/en/news/catie-exchange/2016-08-10>
2. ACT Hexaflex diagram adapted from: Luoma, J. B., Hayes, S. C., & Walser, R. D. (2017). *Learning ACT: An acceptance and commitment therapy skills training manual for therapists* (2nd ed.). Context Press, an imprint of New Harbinger Publications, Inc.

1.6 MINDFULNESS PRACTICE: GROUNDING EXERCISE

Learning Objectives:

- To promote connection and group cohesion by means of a mindfulness exercise
- To support participants in focusing on the present moment
- To support participants in getting in touch with their values

Materials: A mindfulness bell
Handout 1.6.1 on mindfulness

Time Required: 30 minutes (including introduction to Mindfulness)

Activities & Instructions

Instructions To Participants:

Participants sit in a circle; co-facilitators sit across from each other.

(Facilitator #1 introduces mindfulness, using the information from Handout 1.6.1. Invite the participants to recall that Being Present is one of the ACT processes, and mindfulness practice support us to become at ease with being fully present in the moment.)

(Facilitator #2 invites participants to take part in a mindfulness grounding exercise by providing the instructions below in a gentle calming voice.)

Facilitator #1 says,

- “Now we would like invite you to do a mindfulness exercise to bring us to the present and to become centred.”
- “Sitting on your chair, find a comfortable position; keep your body upright and sit slightly away from the back of the chair to allow your energy to flow through your body.”
- “Close your eyes gently if you feel comfortable. If you do not feel comfortable, lower your gaze and find a point in front of you and focus there.”
- “Rest your hands on your lap; keep your feet slightly apart and rest them firmly on the floor.”
- “Notice any tension in your body – take a few breaths in and let the tension go.”
- “Now notice the sensation of your body where it touches the chair.” *(Pause 15 seconds)*
- “Now focus on your breathing. Breathing in, notice the sensation at your nostrils and in the small area above your upper lips, breathing out, notice the sensation in the same area.” *(Pause 30 seconds)*
- “Breathing in, and breathing out – effortlessly – notice the sensation of your belly as you breathe in and out.” *(Pause 30 seconds)*
- “You may notice other things that pull your attention away from your breath; it might be sounds or another sensation. For a moment, notice the sounds, inside or outside this room, just notice these sounds without being caught up in a story about what these sounds are about.” *(Pause 30 seconds)*
- “It could also be a sound of silence.” *(Pause 1 minute)*
- “Now, let go of the listening and return to your bodily sensations. Notice which sensation calls out to you; just notice these sensations in your body, pleasant or unpleasant, just notice them without judgment or rejection. Just notice them.” *(Pause 1-2 minutes.)*

Continued on the next page

- “You may notice thoughts coming in and out of your mind. Acknowledge them as thoughts – without judgment, just notice that ‘Ah, I have a thought’ and go back to noticing your breath – in and out - effortlessly. *(Pause 1-2 minutes.)*”
- “Now, see if you can allow yourself to get in touch with your values. What is important to you about being here? What is the meaning to you about becoming an HIV champion, or a social justice advocator?” *(Pause 1 minute)*
- “Breathing in – you are aware of the present; breathing out - you feel grounded.” *(Pause 10 seconds)*
- “Now bring your focus back to this room *(pause 10 seconds)*; to the sounds *(pause 10 seconds)*; to the awareness of sitting in a circle with others in this room *(pause 10 seconds)* and that each of us are bringing with us our values, while sharing some collective values and goals.” *(pause 10 seconds)*
- “As in every sphere of your life, you are not on your own in isolation. See if you can get in contact with the part of yourself that is also inherently connected with others – your interdependent self. *(Pause 10 seconds)* When you feel ready, slowly open your eyes.”

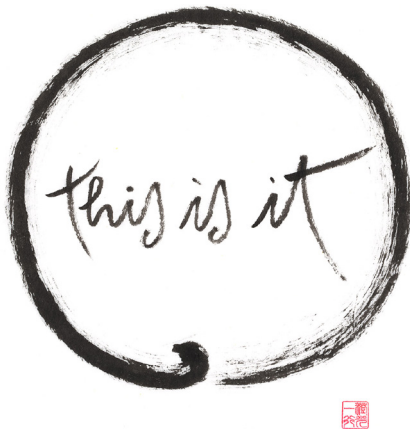
(Facilitator #1 spends 5-10 minutes exploring with participants their experience in doing this exercise, and say, “What was it like for you in doing this exercise?”)

Key Summary Points:

Mindfulness practices can be done anytime anywhere because all it takes is to pause, become intentionally aware of the present moment by noticing everything around us and within us without judgement. We can practice mindfulness when we brush our teeth, when we shower, when we walk, when we hug someone we care about, etc.

Handout 1.6.1 – What is Mindfulness

WHAT IS MINDFULNESS¹?



“Peace is present right here and now, in ourselves and in everything we do and see. Every breath we take, every step we take, can be filled with peace, joy, and serenity. The question is whether or not we are in touch with it. We need only to be awake, alive in the present moment.”

— Thich Nhat Hanh,
Peace Is Every Step: The Path of Mindfulness in Everyday Life

Mindfulness in Western Countries

- Mindfulness is a practice that has existed across different cultures, especially in Asia, as a spiritual practice (not necessarily religious) for thousands of years.
- In Western societies, mindfulness has become popular since the 1970s when many westerners visited Asia to study mindfulness.
- Mindfulness is now adopted as a psychological intervention to address health challenges and promote health.

Many Definitions Of Mindfulness

- Thich Nhat Hanh^{2,3,4}, (2008): “I define mindfulness as the practice of being fully present and alive, body and mind united. Mindfulness is the energy that helps us to know what is going on in the present moment... Mindfulness brings concentration. When we drink water mindfully, we concentrate on drinking. If we are concentrated, life is deep, and we have more joy and stability. We can drive mindfully, we can cut carrots mindfully, we can shower mindfully. When we do things this way, concentration grows. When concentration grows, we gain insight into our lives.”
- Jon Kabat-Zinn (1994) defines mindfulness as “paying attention in a particular way: on purpose in the present moment, and non-judgementally” (Book-Wherever You Go There You Are, p. 4). Sources and References

Source:

1. Handout adopted from Wong, J. P.(2016). Acceptance and Commitment to Empowerment Workbook. Toronto, ON: Community Alliance for Accessible Treatment.
2. Thich Nhat Hanh is a renowned Vietnamese Zen master, poet, and founder of the Engaged Buddhism movement. He was nominated by Martin Luther King Jr. in 1967 for the Nobel Peace Prize in 1967 for his efforts in ending the Vietnamese War. Quote from his essay: Nhat Hanh, T. (2008).
3. The moment is perfect. Lion's Roar: Buddhist's Wisdom of Our Time. Available: <http://www.lionsroar.com/the-moment-is-perfect/>
4. NhấtHạnh, T. (2008). *The miracle of mindfulness: a manual on meditation*, Rider.
5. Jon Kabat-Zinn is well known around the world for adopting and integrating Buddhist meditation into health care. He is Professor of Medicine Emeritus and creator of the Stress Reduction Clinic and the Center for Mindfulness in Medicine, Health Care, and Society at the University of Massachusetts Medical School. Quote from his book: Kabat-Zinn, J. (1994). *Wherever you go there you are*. New York, NY: Hyerion Books

1.7 EXPERIENCES OF STIGMA IN OUR LIVES EXERCISE

Learning Objectives:

- To critically reflect on participants' experiences, strengths and challenges
- To collaboratively learn through the sharing of life experiences
- To collectively develop strength-based approaches to address challenges

Materials: Worksheet 1.7.1 - Experience of Stigma in Our Lives exercise
Sticke packages (4-6 depending on number of groups)
Basket to collect the strategy- sticky notes

Time Required: 45 minutes

Activities & Instructions

Instructions To Participants:

1. Groups and Instructions (5 min)

Facilitator says,

- "The following exercise is an opportunity to share our experiences and explore some of the ways we have dealt with stigma and oppression. By the end of this session, we will have collected a tool kit of strength-based approaches that we can adapt and use within our lives to combat stigma."
- "For this exercise, we would like you to begin by working in small groups of four."
- *(Adjust numbers to end up with groups of four; e.g., if there are 20 participants, have them count off from 1 to 5.)*
- *After the counting is done, Facilitator #1 says:* "All the 1s will get together, all the 2s will get together and so on. Now please find your team-mates and sit together."

2. Small group sharing and discussion (25 minutes)

- *(Co-facilitators will hand out Experience of Stigma worksheet to each group, as well as sticky notes.)*

Facilitator says:

- "Now that we are in our groups, please take a moment to look at Worksheet 1.7.1. We would like you to first work on your own. Use this worksheet to jot down your personal experiences. You have 5 minutes to do this. on your own." *(Facilitators keep track of the 5 minutes)*
- "Now that each of you have had the opportunity to reflect on your experiences, we ask that each member of the group shares in the group one example of how she/he/they successfully dealt with an experience related to stigma and discrimination. As you are listening to your teammates' experiences, make note of the factors that either hindered or promoted their success in dealing with stigma/oppression. You have 10 minutes to do this in your small group."
- *(After 10 minutes)* "Now, as a group, discuss and identify key factors that contributed to the success of these examples. What strategies were used? Who else was helpful? What resources were used? Take a moment to summarize key points and write them down on the stickies provided. Select 1 or 2 of your stickies that your team believes highlights your discussions and share with the larger group. You have 10 minutes to do this."
- *(Facilitators keep track of the 10 minutes. At the end of 10 minutes, invite participants to return to the large group or circle)*

3. Large Group Sharing and Group Tool Kit (10 minutes)

Facilitators debrief in the large group using the questions below. One **facilitator** would moderate the discussion while another facilitator can take notes on the challenges and the strategies in the flipchart.

Debriefing Questions:

Facilitator asks,

- “How do you feel about sharing your experiences of stigma/oppression? Do you see similarities between your experience and the experiences of peers?”
- “What are the underlying structural problems that shape your experiences of stigma and oppression?”
- “What about other factors at play, such as culture and societal expectations?”
- “How did listening to the experiences of others make you feel? What new insights, reflections and strategies have you become aware of through the group work?”
- *At the end of the debriefing, facilitator says, “Let us collect all of your stickies in a basket; we will type them up and made a collective Stigma Resistance Toolkit to distribute to everyone at the next session” (Coordinator/ facilitator follows up with this action and provides participants with a handout of the Collective Stigma Resistant Toolkit in the next session.)*

Key Summary Points:

- Even though the experiences of stigma may differ, similarities can be found amongst the different stories.
- The opportunity and ability to share our experiences does not only highlight the thread of similarity between individuals, but also allows us to learn from one another, such as successful strategies to deal with stigma, promote social and political awareness, and highlight the resilience each of us have.
- Despite the hardship and oppression associated with stigma, we each have the ability to overcome them through strength-based strategies that we develop individually and learn through collaboration.

Source:

Li, A. T., & Wong, J. P. (2011). SJCBC protocols for CHAMP Study. Toronto, ON: Community Alliance for Accessible Treatment.

Worksheet 1.7.1 – Experiences of Stigma in Our Lives

PART A: Please write down your personal experiences in the table below:

Personal Experiences of Stigma	
<i>Stigma related challenge:</i>	<i>What did you do to address the challenge?</i>

PART B: Small group sharing

Each person in small group shares the personal experiences and strategies. As you are listening to your group members' experiences, take notice of the following:

Factors that hindered group members' successes in dealing with stigma/oppression.

Factors that promoted group members' success in dealing with stigma/oppression

1.8 PAIRED SINGING

Learning Objectives:

- To weaken the literal meaning of stories and rules among participants
- To weaken the perceived barriers to more effective action among participants; and
- To encourage greater flexibility towards action among participants

Materials: Scrap paper and pens, a mindfulness bell, a watch/clock for timing
Handout 1.8.1 - Cognitive Defusion Techniques

Time Required: 45 minutes

Activities & Instructions

Setup:

- *Participants work in pairs. Participants move their chairs around to get into pairs, facing each other directly.*
- *Co-facilitators walk around to observe the interactions in different pairs.*

Instructions To Participants:

1. Attentive Listening in Paired Sharing:

Facilitator says,

- “The next activity we are going to do is sharing stories. As we talked earlier, thoughts, feelings and labels can have a powerful hold on us when we are fused with them. We invite you to take a moment to think about one thing that you dislike about yourself, or a difficult area or experience in your life. Write a few words about this thought on a piece of paper.” *(Pause for a minute to let participants write down their thoughts)*
- “We would like you to get into pairs. You can move your chairs around so each pair has some space to engage in sharing. We invite you to sit face to face as close to each other as you feel comfortable.” *(Pause until each pair has settled in their space.)*
- “I will explain the activity first and then we will do it. In each pair, one of you will be the storyteller and the other person will be the listener. The storyteller will speak for 2 minutes while the listener listens. Then you will hear a bell. We will take a one minute break, and we will then ask you to switch roles, so that the listener will become the storyteller and speak for 2 minutes while the other listens. Decide who will be the storyteller first. Storytellers, raise your hands so that we know that each pair is clear on who is going first.”
- “When it is your turn to speak, we invite you to tell your partner a story about something you do not like about yourself, or a difficult area or experience in your life. Share with him/her the suffering you have experienced. Share what you have written down about yourself. When you are the listener, your role is to listen without making any comment, gesture, or response, no verbal or non-verbal responses. You do not need to provide counselling or advice. Just maintain eye contact and listen attentively and compassionately.”
- “To guide you along, I will be ringing the bell to prompt you about what to do next, so you do not need to remember all these steps. Any questions before we begin?”
- **Facilitator** rings the bell to start **one-minute of silence** by saying, “Let’s begin the exercise with a minute of silence. See if you can just connect with your partner in front of you with your gentle gaze... Look at each other with compassion and appreciation, but do not make any comment, gesture or response. No nodding, no “hi ha”, etc.” *(Designate a co-facilitator to help with keeping time)*

Continued on the next page

- **Facilitator** rings the bell to begin a **two-minute of sharing** by saying, “The first person to share can now tell your story to your partner – what you don’t like about yourself, how you struggle to change it, and how it affects you or other people.”
- **Facilitator** rings the bell to begin **another minute of silence** by saying, “Now let’s have another minute of silence and reconnect with each other. One of you just shared something personal. Let’s look at each other mindfully and honour each other with appreciation and compassion.”
- **Facilitator** rings the bell to begin a **two-minute of sharing** by saying, “Now we will switch roles. The second person to share can now tell your story to your partner – what you don’t like about yourself, how you struggle to change it, and how it affects you or other people.”
- **Facilitator** rings the bell to mark the **final minute of silence** by saying, “Now let’s have a final minute of silence and reconnect with each other. Both of you just shared something personal. Let’s look at each other mindfully and honour each other with appreciation and compassion.”

2. Paired Singing:

Facilitator says,

- **Facilitator** gives instructions for the second part of the activity by saying, “We are now ready for the second part of the exercise! We will be doing something very similar to what you have just done. In the exact same sequence as before, we will ask you to connect with each other for a minute, followed by 2 minutes of sharing by the first person, then a minute of reconnection, switch roles for the other person to share for 2 minutes, and end with a final minute of reconnection. You will use the same story and even pretty much the same words. The only difference is that in sharing your story, we would invite you not to speak the story but to sing it. ‘You - can - sing - it - to - any - tune - you - like’ (**facilitator role models by singing this sentence**). You can pick any song or tune you like. You can even use the most common songs, e.g., children songs, birthday song, national anthem, etc. You may also rap. This is not a singing contest, but simply try sharing your story in a different way — a way that you would seldom use. We would encourage you to try singing it or rapping it! If you are really really stuck, you can also try retelling the story in an altered voice, e.g., imaginary cartoon character’s high-pitch voice ... or recite this story like an epic and ancient poem... or like a news anchor on TV, telling the story in the third-person... Any questions about this?Ready? Let’s start.”
- **Facilitator** rings the bell to start **one-minute of silence** by saying, “Let’s begin the exercise with a minute of silence. See if you can just connect with your partner in front of you with gentle gaze... Look at each other with compassion and appreciation...”
- **Facilitator** rings the bell to begin a **two-minute of singing** by saying, “The first person to share can now sing your story to your partner!”
- **Facilitator** rings the bell to begin **another minute of silence** by saying, “Now let’s have another minute of silence and reconnect with each other. Let’s look at each other mindfully and honour each other with appreciation and compassion.”
- **Facilitator** rings the bell to begin a **two-minute of singing** by saying, “Now we will switch roles. The second person to share can now sing your story to your partner!”
- **Facilitator** rings the bell to mark the **final minute of silence** by saying, “Now let’s have this final minute of silence and reconnect with each other. Let’s look at each other mindfully and honour each other with appreciation and compassion. As this is the final step of this exercise, and this may be your only chance to have this opportunity to connect with your partner in this particular way in this particular moment, see if you can really treasure this final minute of connection with one another.”
- **Facilitator closes the exercise** for debriefing by saying, “Now please thank your partner. Let us get back into the large group for debriefing.”

Continued on the next page

Debriefing Questions:

Facilitator asks the participants after they regrouped into the large group:

- “What was this experience like for you?”
- “Did you feel any difference between telling your story and singing your story?”
- “How did singing your story change the experience of telling the story for you?”
- “Did singing your story change the way you felt about the negative thought or experience you were sharing from when you were talking about it?”

Key Summary Points:

- Internalized rules and stories that are about HIV or other stigma, or those that are about who we are, what is wrong with us or others, etc. can be powerful ideas and thoughts that influencing our behaviours, especially when we are unaware of their influence and take them for granted as the reality or as unbreakable rules that we have to follow. (Fusion)
- We can free ourselves from fusing with these arbitrary rules by treating them as what they are – words and thoughts and stories – and use different ways such as singing to loosen their grip on us. We sometimes call this ‘defusion’ – which means getting unstuck from our thoughts. We do not have to take our thoughts so seriously. It is the opposite of ‘fusion’ – or getting stuck with our thoughts – even when it is harmful to us or others.
- Today we explored singing to each other about our stories. There are many other ways we can practice “defusion” – seeing our thoughts as thoughts, no matter how “true” they seem. (*Take-Away Activities 1.8.1.*) It would be great if you can try out some of these other methods at home too.
- We can learn to see and appreciate ourselves for who we are as human beings and not our labels or stories, just as we can learn to look at others compassionately as fellow human beings, and not as their labels or stories we hear.

Source:

1. Fung, K. P., & Zurowski, M. (2011). ACT protocols for CHAMP Study. Toronto, ON: Community Alliance for Accessible Treatment.
2. Inspired by the idea, Create A Song, in , S. C., & Smith, S. (2005). Get out of your mind and into your life (pp.80). Oakland, CA: New Harbinger Publication, Inc.

1.9 RULES AND STORIES ABOUT STIGMA

Learning Objectives:

- To engage participants in identifying stories and rules that perpetuate stigma
- To support participants in making connections about how these rules/stories affect individual and collective behaviours
- To highlight how stigma leads to social exclusion and suffering

Materials: Pens, flip chart paper, water-based markers and masking tape
Worksheet 1.9.1 - Exploring rules and stories about HIV stigma

Time Required: 45 minutes

Activities & Instructions

Setup and participant format:

- *Participants sit in a circle; co-facilitators sit across from each other at the open-end of the horseshoe.*
- *In Part A, each participant works on her/his/their own; in Part B, participants share their internal dialogue and rules. In Part C, the facilitator debriefs the exercise.*

Instructions To Participants:

Part A: Individual reflection on rules and stories on HIV stigma (10 minutes)

- *(Facilitators provide each participant with Worksheet 1.9.1 and a pen.)*
- **Facilitator says,** “The next activity will help us gain more insight on how stigma impacts our individual behaviors and impacts how society operates. This activity will be done in 3 steps. First we would like you to work on the worksheets by yourself, then you would share the discussion in small groups, and then we would report back and debrief in a large group. We will take you through the steps one by one.

First let us divide ourselves into four small groups, can we count off 1,2,3,4 please. (After people finished counting) Now let's get into the small groups, the 1's with the 1s, the 2's with 2's and so on. Please do that now.

(After people get into their small groups).

We have just given everyone an activity worksheet. On this worksheet, you will find a list of topics or issues related to HIV stigma. Now we would invite each group to work on the topic that correspond to their group number, that is, group 1 will work on topic 1 and so on.

So Group 1 will be working on HIV, sex, dating and relationships; group 2 will work on HIV, family and community; group 3 will work on HIV and faith and religion; and then group 4 will work on HIV criminalization and human rights.”

- **Facilitator continues,** “First we would like you to work individually on your own for a few minutes to fill out your own thoughts on this topic. Write down what kinds of thoughts come to mind when you hear “HIV stigma” paired with these issues. For example, HIV and family, or HIV and dating etc..

Think about the key messages, stories or rules you have heard from different parts of the society when you are growing up about HIV and this topic area; write down those messages, stories or rules that come immediately to your mind when you think about this topic. These can be something you agree or disagree with, something you believe or do not believe in. There is no right or wrong answer.

After you have written those thoughts, we would like you to think about how these thoughts have guided your actions – including what you DO and what you DON'T DO because of it.”

Continued on the next page

- **Facilitator continues**, “Similarly, write down how these thoughts may affect others’ actions, or how society reacts and behaves as a result of these thoughts.

Let me give you an example. If the thought you wrote down on the left column is that “HIV is a gay disease”, you may write down on the right-hand column how this influences your behaviours, including what you DO (e.g. I would tell all my gay friends to get tested for HIV); or what you WON’T DO (e.g. I would not educate my heterosexual friends about ways to prevent HIV).

- **Facilitator continues**, For the societal level, you may think or write down that “health care providers would not bother testing heterosexual people for HIV”, or “people may use this to justify their prejudice against gay people”. It can also be “it motivated communities to mobilize against both homophobia and AIDS phobia”. Is that clear? (Check if participants are clear)

Now you have 5 minutes to work on your own on this.

- (**Facilitators** check with participants after 5 minutes to ensure that each participant has completed their worksheet.)

Part B: Small Group Sharing on Rules and Stories On HIV Stigma (15 minutes)

- **Facilitator says**, “We now invite you to share with your small group members what you have written down. You have about 12-15 minutes to share with each other your thoughts on the topic; and we would like each group to choose a note-taker and reporter to share the highlights of your discussion with the big group. Each group will have 2 minute to report to the large group.”

Part C: Large Group Report Back and Debriefing (15 minutes)

- **Facilitator asks all participants to regroup into one large group, then says**, “Let us hear from each of the groups that came up in your discussion.”
- **Co-facilitator writes down what participants share on a flip chart using two columns:**
 - » In Column A, make notes on what the participants share about the thoughts/rules related to the topic/context listed in the worksheet.
 - » In Column B, make notes on the participants’ reported behaviours or action related to the different topic/context as a result of Column A’s thoughts/rules.

Facilitator leads the debriefing by asking the following questions:

- “How do our internal rules and stories affect us (*negatively or positively*)?”
- “How do these rules and stories also affect others?”
- “How do you see these stories connect to social justice or injustice?”

Key Summary Points:

When participants finish debriefing, facilitator concludes the activity by pointing out the connection between the thoughts (or internal rules) described by the participants and the behaviours or action of the participants:

- “These internalized thoughts and rules contribute to suffering and act as barriers for us to follow our chosen values. These impact how we live our personal lives, how we interact with others, and how we may respond to different forms of stigma and discrimination.”
- “This pattern of *rule-following* behaviours may apply both at the individual level as well as at the societal level.”
- “There may be interactions between the individual and societal levels. For example, societal rules may have an impact on individual rules, and an individual may follow these rules or react in opposition against it.”
- “Having this awareness is a first step that enable us to develop proactive strategies to challenge these internalized rules and thoughts.”

Source:

1. Fung, K. P., & Zurowski, M. (2011). ACT protocols for CHAMP Study. Toronto, ON: Community Alliance for Accessible Treatment.
2. Inspired by Exploring Your Rules About Pain in Dahl, J., & Lundgren, T., (2006). *Living Beyond Your Pain: Using Acceptance and Commitment Therapy to Ease Chronic Pain*. Oakland, CA: New Harbinger Publication, Inc.

1.10 Mindfulness Practice – Eating Raisins

Learning Objectives:

- To support participants' awareness that mindfulness can be practiced during our everyday activities
- To engage participants in becoming more aware of their senses, thoughts and feelings
- To support participants in appreciating of our interconnectedness with others and the environment

Materials: Large size raisins (3 raisins for each participant), a spoon to distribute raisins

Time Required: 20 minutes

Activities & Instructions

Set Up

- *Arrange all the chairs in a large circle.*
- *Co-facilitators sit apart from each other to enhance integration with participants.*

Instructions To Participants:

Facilitators give each participant 3 large raisins.

- **Facilitator says**, "Raisins are a common snack. When we eat raisins, often we just pop them in our mouths without much thought. Today we invite you to discover a different experience in eating raisins."
- **Facilitator continues**, "First. Take a raisin and eat it as you usually do, that is, just pop it in your mouth and eat it." *(pause)*
- **Facilitator continues**, "Now get another raisin, put it in the palm of your hand and examine it in detail. *(Pause)* Notice the wrinkles on its skin, the various shapes of these wrinkles. *(Pause)* Notice the reflection of the light off its surface. *(Pause)* Look at it from a different angle and notice any changes." *(Pause)*
- **Facilitator continues**, "Take place the other raisin next to the one you have been looking"
- **Facilitator continues**, "Now pick up one of the raisins and roll it around between your fingers. *(Pause)* Feel the texture on the outside of the raisin, and the softness inside. *(Pause)* Notice the slightly sticky traces it leaves on your fingers as you move it back and forth." *(Pause)* For a moment, think about the how this grape, growing out of soil, has made it to your palm as a raisin. *(Pause)* think about all the people you are connected to through this raisin." *(Pause)*
- **Facilitator continues**, "Pick it up, hold it close to your nose. Notice any smell." *(Pause)* Hold it now close to your ear. Notice any sound." *(Pause)*
- **Facilitator continues**, "Now place the raisin in your mouth. Do not swallow it. Roll it around inside your mouth, over and under your tongue. *(Pause)* Roll it to the side between your jaw and cheek. Do not eat it. Hold it inside your mouth for 30 seconds."
- **Facilitator continues**, "When you are ready, eat the raisin slowly and note its taste. *(Pause)* Note the way it feels on your teeth as you chew it. *(Pause)* Feel how it slide down your throat as you swallow it." *(Pause and wait until everyone has finished eating the second raisin before starts again)*
- **Facilitator continues**, "Now eat the last raisin, but eat it super slow. Chew the raisin as many times as you can until it turns into liquid mush in your mouth. *(Pause)* Is the flavor of the raisin different when you eat it super slow? *(Pause)* What does it feel like in your mouth as it falls apart? *(Pause)* How does it feel when you swallow it?" *(Pause)*
- *(After 5-7 minutes, Facilitator #1 checks to see if participants have all finished eating a raisin super slow, and invites participants to share their experience.)*

Continued on the next page

Debriefing Questions:

- *“What were your experiences like eating the raisins in each of these different ways?”*
- *“How was the experience of eating the second raisin or the third raisin different than your usual raisin eating experiences? Did you notice any new sensations, thoughts or reflections?”*
- *“When you were asked to think about how the raisin got from where it was grown to your mouth, what came to your mind?”*

Key Summary Points:

- Mindfulness can be practiced at all moments in our everyday life (eating, bathing, answering the phone, etc.) – when we stop multi-tasking; turn-off the “auto-pilot”; and be present to observe our experiences.
- As we develop new awareness and embody mindfulness through practice, we will be able to gain new experiences on many things that we do in a taken-for-granted manner.
- Mindfulness practice enables us to defuse from rigid ideas and inflexible practices.
- Mindfulness practice also enable us to recognize that we are interdependent and interconnected to other people, the environment and all beings.

Source:

1. Hayes (2005), *Get out of your mind and into your life.* (p.111). Oakland, CA: New Harbinger Publication, Inc.
2. Nhất Hạnh, T. (2008). *The miracle of mindfulness: A manual on meditation* Rider.

Take-Away Activity 1.11a – Mindfulness Practice Worksheet

Mindfulness can be practiced anywhere and anytime.

- It simply means doing ordinary things mindfully – it can be brushing teeth, taking a shower, eating breakfast, taking a walk, or talking to a friend, etc.
- Doing it mindfully means you give 100% of your attention to doing this task.
- When you first begin to practice mindfulness, reflecting on the experience may bring joy and insight.

We invite you to take a few opportunities to practice mindfulness on your own over the coming days. You can use this worksheet to make notes about your activities. We ask that you bring this sheet with you to the next session for a group discussion.

Date	Mindfulness activity	What was the experience like? What did you notice? What insight did you gain?

Continued on the next page

Take-Away Activities 1.11b – Identifying Barriers to Psychological Flexibility or “Getting Stuck”

Please look at the Take-Away Activities and ACE diagram provided (Handouts 1.5.1 and 1.5.2). Explore situations, thinking patterns and actions in your everyday life where you tend to “get stuck”. Recognizing when and how we get stuck (or fused) with unworkable rules or stories is the first step of developing psychological flexibility.

(Please complete this Take-Away Activities and come prepared to share with the rest of the group.)

Date	Situation(s)	Thoughts & Behaviors that get us stuck (psychological rigidity)

SESSION 2

ACCEPTANCE, EMPATHY & SOCIAL JUSTICE

Time	Chapter	Agenda/Activity	Learning Domains
		Registration & Breakfast	
15 Min	2.1	Land acknowledgement / Reconnection / Ground rules / Check in	Being Present Values / Committed Action
20 min	2.2	Mindfulness practice: Leaves on a Stream	Defusion Self as Context
30 min	2.3	Sharing of take-away activities: <ul style="list-style-type: none"> • Mindful practice • Barriers to psycho-flexibility 	Being Present Collective Empowerment
10 min		Break	
50 min	2.4	Sculpture of Suffering	Acceptance; Defusion
50 min	2.5	Everything you always wanted to know but were afraid to ask	Acceptance; Defusion Empathy & Compassion
50 min		Lunch	
50 Min	2.6	The Exclusion Circle Game	Empathy & Compassion Equity & Social Justice
20 Min	2.7	Understanding Structural Violence	Equity & Social Justice
20 min	2.8	Three things I did today	Interdependence Equity & Social Justice
10 min		Break	
45 Min	2.9	The Le'Go Exercise	Self as Context; Being Present
20 min	2.10	Mindfulness practice: The Loving-kindness Meditation	Being Present Empathy & Compassion
20 min	2.11	Take-Away Activities: <ul style="list-style-type: none"> • Three Things I Did Today • Mindfulness practice • Application of CHAMP skills 	Being Present Collective Empowerment
15 min		Check-out & Reflections & Evaluations	Being Present

Total time for each training session: 8 hours
6 hours of learning activities and 2 hours for activity transition, lunch and breaks

2.1 RECONNECTION AND HOLISTIC CHECK-IN

Learning Objectives:

- To facilitate trust, mutual respect, and group cohesion
- To support participants in getting in touch with their body, mind, emotion and spirit
- To encourage mutual empathy towards each other

Materials: Markers, Name tags, Flipchart

Time Required: 20 Minutes

Activities & Instructions

Setup:

- Participants sit in a large circle. Facilitator welcome participants back.
- Co-facilitator post Ground Rules/Guiding Principles from last session for participants to refer to.
- Facilitators provide any announcement as needed.

Instructions to Participants:

1. **Facilitator says**, "Welcome back. It is good to see everyone. Today, we would also like to introduce you to one of our check-in practices called the "Holistic Check-In". (**Co-facilitator** distributes *Handout 2.1 – Holistic Health framework*.)
2. **Facilitator continues**, "By holistic check-in, as shown in this diagram (*show PPT slide, or refer to handout, or flip chart drawing with the 4 quadrants for holistic check-in*) we mean that we are checking in with attention to the different aspects of ourselves: how we are feeling **Physically, Mentally, Emotionally** and **Spiritually**."
3. **Facilitator role models by saying**, " Just speaking for myself as an example, physically I am feeling energized; emotionally I am feeling excited; mentally I am alert; and spiritually I feel connected."
4. "We also want to hear from you where you are at in terms of your energy level. From a scale of 1 to 10, 1 being extremely low energy level and 10 being very high, tell us your energy level. We may ask you about your energy level at the end of each session."
5. (*After all participants have taken a turn, facilitator thanks the participants for sharing.*)

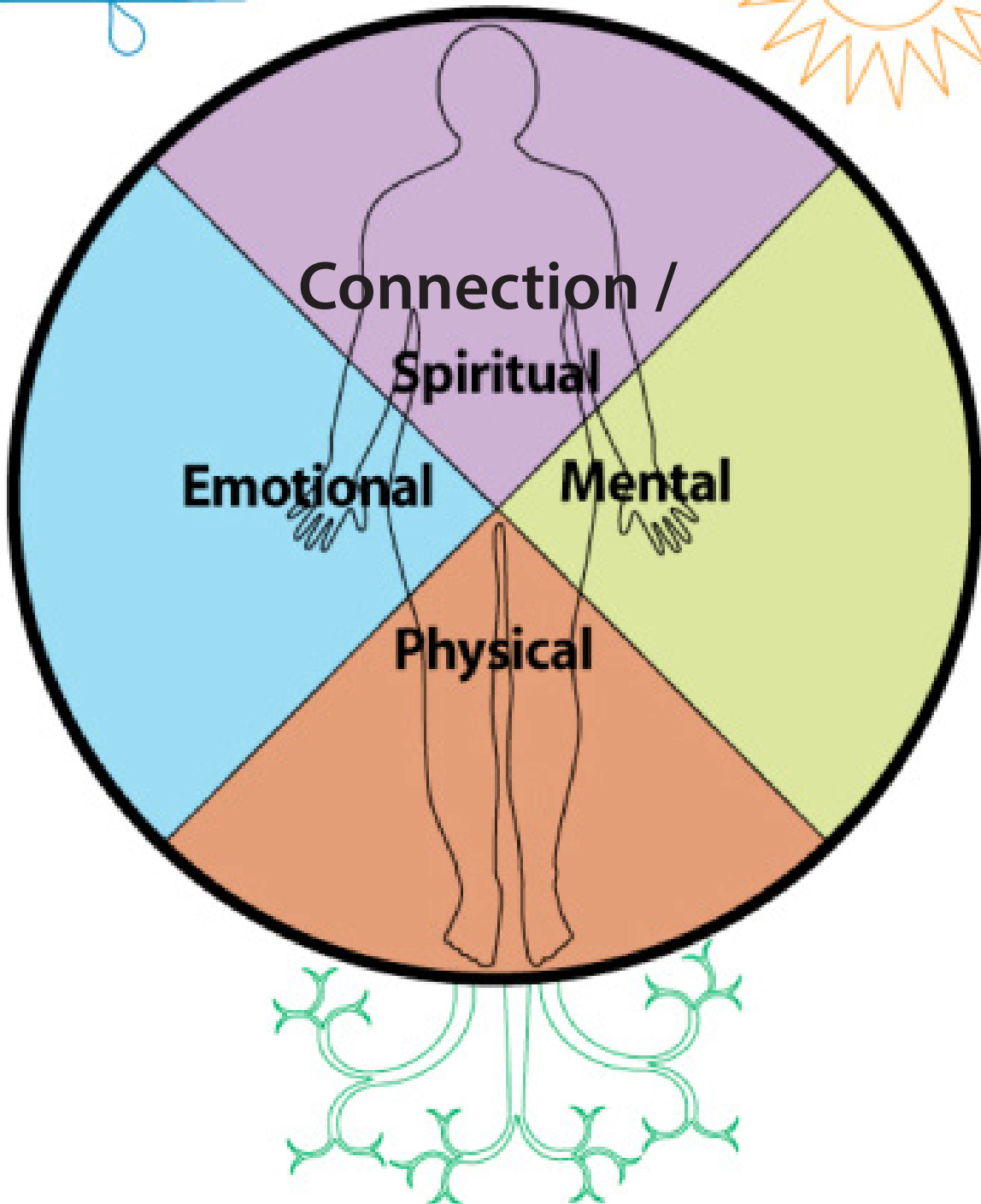
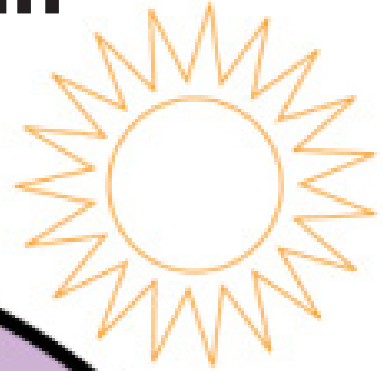
Key Summary Points:

- In collaborative learning it is important that we are aware of our own and others' energy levels and levels of well-being.
- We encourage everyone to be sensitive and supportive to each other and to participate in the best capacity we can.

Source:

Holistic Check-In framework from AIDS Bereavement and Resiliency Program of Ontario Training Manual, retrieved from <http://abrpo.org/>

Holistic Check-in



Source:

Holistic Check-in framework from AIDS Bereavement and Resiliency Program of Ontario Training Manual, retrieved from <http://abrpo.org/>

2.2 MINDFULNESS – LEAVES ON A STREAM

Learning Objectives:

- To engage participants in a mindfulness experience of observing rather than engaging in thoughts
- To support participants in recognizing thoughts as simply thoughts
- To support participants in getting in touch with the here-and-now

Materials: Mindfulness Bell

Time Required: 20 Minutes

Activities & Instructions

Instructions To Participants:

Facilitator says, “Today, we are going to invite you to take part in another mindfulness exercise. It is called leaves-on-a-stream. This exercise support us to observe our thoughts. Instead of getting stuck in our thoughts, we observe them and let them go”

Notes to Facilitators:

Avoid rushing participants during a guided mindfulness exercise. Role model being present and connecting to the here-and-now. Give the instructions in a mindful manner that is slow in pace. A “pause” is a critical time for participants to experience being present. When the instructions are given too fast, participants may be distracted by trying to catch up with the instructions and the purpose of a mindfulness exercise is lost.

Facilitator gives the following instructions with a calm voice and relaxed pace.

1. “Sit in a comfortable position. Take a deep breath in and breathe out slowly... Do this a couple of times.”
2. “Now relax your body... Let your shoulders drop... Close your eyes gently, or lower your gaze to a fixed spot on the floor in front of you.”
3. “If you are willing, see if you can allow yourself to imagine that you are walking along a forest path... you can take in the colours of the forest ... feel the sun shining on your face through the branches overhead... a gentle breeze ... the smell of the forest ... crunching of leaves beneath your feet ... up ahead, you can hear the gentle sound of water ... as you emerge through a clearing, you find yourself on a river bank...”
4. “Visualize yourself sitting by the bank of a gently flowing stream with leaves floating along the surface of the water.” *(Pause 15 seconds.)*
5. “For the next few minutes, notice whatever shows up in your mind ... it may be a thought or an image ... see if you can place it on a leaf... and allow your thought or image float away on the stream.”
6. “Do this with each thought or image that shows up next – pleasant, unpleasant, happy or painful, or neutral. Place them one by one on a leaf and watch them float away.” *(Pause 20 seconds)*
7. “If no thoughts enter your mind, just continue watching the stream. Sooner or later, your thoughts or images will start up again. Again just put them on the leaves and watch them float away.” *(Pause 20 seconds.)*
8. “Let your thoughts and the leaves go at their own pace; there is no need to hurry them.”

Continued on the next page

9. If you have the thought – “This is strange” or “this is boring” or “this is too hard” or “too easy” or “I’m not doing this right” – place these thoughts on the leaves too and watch them flow by. (*Pause 20 seconds.*)
10. If a difficult or painful feeling arises, simply acknowledge it. Say to yourself, “I notice that I am having a painful feeling.” Place those thoughts on leaves and let them float along. (*Pause 20 seconds*)
11. From time to time, your thoughts may hook you and take you away from being fully present in this exercise. This is common. You may even forget that you are doing this exercise. As soon as you realize that you have become distracted by your own thoughts, gently bring your attention back to the exercise. You do not need to judge yourself... and if there is judgment, let the judgment sit on a leaf too and flow ...” (*Pause 1-2 minutes*)
12. *After 10 minutes of mindfulness exercise, Facilitator says, “... see if you can let your thoughts, the leaves, the river go ... gently bring your attention back to your breath ... notice that it has been there all along ... gently guide your awareness to the fact that you are sitting here... in this present moment now... you can become aware that you are here with us in a group and in your mind’s eye, see if you can visualize the room and the pattern on the carpet or floor ...it is time for us to reconnect. When you are ready, gently open your eyes feeling alert and refreshed.”*
13. (**Facilitator** *pauses for a few seconds and allow all participants to reconnect with the space and the group.*)
14. (**Facilitator** *invites everyone to share their experience in doing the mindfulness exercise.*)

Debriefing Notes for Facilitators:

Facilitator may encourage participants to practice mindfulness by saying:

- “Having ongoing thoughts is common for human beings.”
- “If you found yourself struggling to remain fully present and mindful, be patient and compassionate with yourself. You may have less and less struggle with practice.”
- “If you experience some painful and difficult thoughts during this exercise, recognize them for what they are – they are thoughts. With practice, you may be able to transform how these thoughts affect you.”
- “Mindfulness is about being non-judgmental and getting connected to our compassion.”
- “Mindfulness helps us to observe thoughts, feelings, images or whatever comes up in the moment – as thoughts, feelings, images ... without the need to evaluate, judge, or figure them out in some way...”
- “Mindfulness helps to free us from suffering related to thoughts that interfere with meaningful living.”

Key Summary Points:

- Having ongoing thoughts is natural and common for us. If we get wrapped up in evaluating and judging our thoughts, we may get stuck (fused) and lose sight of the present moment. Mindfulness helps us get “defused”.
- Mindfulness practice help us to step back and observe thoughts as thoughts and focus on the here and now.
- Integrating mindfulness practice into our daily activities is a helpful way to support us in being mindful and present in everything we do..

Source:

1. Adapted and modified from Schenck, L. (2011). “Leaves on a stream” – cognitive defusion exercise. Retrieved June 24, 2014 from <http://www.mindfulnessmuse.com/acceptance-and-commitment-therapy/leaves-on-a-stream-cognitive-defusion-exercise>
2. Free audio “leaves on a stream” mindfulness exercise can be accessed at <http://www.dr.luoma.com/media/Leaves%20on%20the%20stream.mp3>

2.3 SHARING OF TAKE-AWAY ACTIVITIES: MINDFULNESS AND GETTING STUCK

Learning Objectives:

- To review previous material on mindfulness, principles of ACT
- To reflect on the application of ACE within our everyday lives
- To gain a deeper understanding of mindfulness and ACT by sharing lived experiences, strategies and tips

Materials: (Appendix 5) In-session Handout 1.5.2 – Diagrams of ACE in sheet protector (to be distributed at the beginning of each session and collected at the end of each session)
Worksheets 4 and 5 as completed by participants
Stigma Resistance Tool Kit (as typed up from notes collected in Session 1)

Time Required: 45 Minutes

Activities & Instructions

Instructions to Participants:

Part A: Sharing of Mindfulness Practice

Facilitator says, “Our next activity is on sharing of our take away activities. We will start with sharing experiences and insights on practicing mindfulness. There is no right or wrong answers. There is an opportunity for us to learn from each other. We hope that you are willing to share your experiences and insight. Who would like to share?”

Notes to Facilitators:

- Facilitators use a notepad to write down key words or ideas of participants’ sharing and refer to these points during debriefing to make the discussions relevant to participants.
- During participants’ sharing, highlight how practicing mindfulness is possible in everyday activities, i.e., mindfulness does not require us to always stop and be still; it is about being aware of what is happening in the present moment and taking stock of how each of our senses are involved in that present moment.
- Provide your own examples of mindfulness, such as washing dishes and mindful walking.
- Acknowledge the challenges that some participants may bring up during this sharing
 - » The contradiction between mindfulness and the fast-paced and goal-oriented driven nature of our society
 - » *Solution:* incorporating mindfulness in our everyday active lives
- *Connect, where possible, examples provided to collective strategies*
 - » For example, turning what everyone in the group has written up about her/his/their mindfulness practice into a collection of mindfulness strategies and share them with each other.

Key Summary Points:

- Mindfulness is not only valuable to ourselves, but is also valuable to those that we work with in the community.
- When our peers, clients or colleagues are overwhelmed with challenges and demands, we can support them by sharing mindfulness strategies with them.
- The present moment is available to everyone and sharing strategies will support our collective empowerment.

Part B – Sharing of “Getting Stuck”

Preparation / Setup:

(Display the ACE model diagram - Resources 2.3.1.)

Facilitator says, “Thank you for sharing. Now we will move on to the next takeaway activity – Getting Stuck. You may bring out your take away worksheet and we will begin sharing.”

Facilitator continues, “Since we last met, and now knowing what you know about ACE, did you experience moments when you caught yourself engaging in certain thoughts, stories or rules that get you stuck?”

Notes to Facilitators:

- Invite participants who have not shared their take away activity experiences so far to share first.
- Remind participants that these take home activities are not about finding solutions; they are about developing an awareness of our autopilot habits or fusion with thoughts and rules that get us stuck.
- Draw from participants’ sharing how personal and societal factors shape our psychological rigidity or flexibility.

Some examples:

- » I don’t go swimming because I worry about what people are thinking about my body. (**avoidance**)
- » If I didn’t want to be a doctor, I would have a robust social life. (**thinking about the past/future**)
- » I am too tall. (**attachment to ideas/thoughts about self**)
- » People have gone through worse, so who am I to complain? (**cognitive fusion**)
- » Whenever possible, connect the examples provided back to the ACT diagram.

Part C – Sharing of Stigma Resistance Tool Kit

Distribute the list of resistance strategies compiled from participants’ notes from Session One (Worksheet 1.7.1)

Key Summary Points:

- Being aware and mindful is the first step towards psychological flexibility and empowerment. Today and over the next two training days, we will continue to learn more about the ACE model and strategies.
- Since mindfulness and empowerment are processes, it is only through practice that we will benefit from these strategies.
- Encourage participants to continue to keep track of their take away activities to help us gain insight.

2.4 SCULPTURE OF SUFFERING

Learning Objectives:

- To increase awareness of the human tendency to suppress or avoid unwanted thoughts and feelings
- To recognize that despite best efforts, avoided thoughts and feelings can continue to persist
- To promote understanding of the cost of avoidance
- To facilitate skills of acceptance as an alternative to deal with difficult thoughts and feelings

Materials: Movable chairs for each participant

Time Required: 45 Minutes

Activities & Instructions

Instructions to Participants:

1. Set Up:

Participants to sit in movable chairs in a circle with space in the middle of the room. During the exercise they would be instructed to get out of their chairs and place their chairs to form part of a Sculpture of Suffering and then remain standing during the debriefing discussion. Facilitator needs to be mindful of participants who may have physical limitations to standing and mobility issues in this exercise. Facilitators remind participants NOT to touch or move the centre chair or someone else's chair.

2. Recalling a stigmatizing experience:

- **Facilitator says:** "Most of us have encountered a difficulty or challenging event, a stigmatizing experience, or some experiences that had led to negative feelings for us. For example, we may have conflicts with a family member, or have lost something important to us. In this exercise, we will explore these situations, the difficult thoughts and feelings they evoke, and how we attempt to deal with these feelings and thoughts."
- "Let us begin with a brief guided exercise. If you are willing, either close your eyes or lower your gaze to focus on a spot in front of you. Now bring your attention to your breath, take a few slow deep breaths ... (**facilitator waits and takes 2 deep breaths before continuing**)... Now, see if you can allow your mind to wander back to some difficult situations you have encountered, choose one that you are willing to share... It can be a big event or a small event. See if you can recall who it involves ... and allow yourself to be in touch with how you felt ... it could be anger, sadness, disappointment, frustration, worries ... and recall how you have coped with all that and how you managed the situation ... and now, allow yourself to return to the present moment... reconnect with your breath once again ... and come back to the present moment ... and whenever you are ready, you may open your eyes." (**Facilitator gauges participants' readiness [opening eyes] to begin the exercise.**)

3. Physicalize the internalized stigma and shame:

- **Facilitator stands up and pushes her/his/their own chair to the centre of the group's circle, and says,** "You just recalled a difficult event and the negative thoughts or feelings that came with it. See if you can project your own unwanted negative thoughts or feelings on to this chair... if you felt anger, this chair now represents your anger ... if you felt sadness, this chair represents your sadness ... I will give you a moment to do that." (*Pause for a moment.*) Now we will call this chair the "**Chair of Unwanted Thoughts /Feelings**". (**Facilitator tapes a sign –"Unwanted Thoughts/ Feelings"** on the chair to remind participants what it represents.)

- **Facilitator continues**, “I would now invite all of you to take turns sharing a bit about the difficult situation, and the negative feelings that arose from that difficult situation and how you coped with it. What did you do to cope with the negative feelings. Since we have a fairly large group and one of our guiding principles is to share time, I would ask everyone to keep the sharing to 1 minute or less. Maybe just share in one sentence the situation, for example, my co-workers gossiped behind my back, and then your feelings and how you cope with these feelings. Who would like to share first?”
- **Facilitator invites voluntary participant #1 to share her/his/their feelings and coping strategies by saying**, “Can you tell us in one sentence about the situation? What negative thoughts or feelings came up for you?”
- (**Facilitator acknowledges each participant’s feelings without making comment or judgment, summarizes back to participant to ensure at least 1 negative feeling was identified, and provides emotional support as needed.**)
- **Facilitator says**, “Thank you for sharing. Would you please stand-up? Now let your chair represent your coping strategy. Your chair now is the **‘Chair of coping with unwanted thoughts or feelings’**.”
- **Facilitator continues**, “Recall that the centre chair is your unwanted thoughts/feelings. Please show us how your coping strategy relates to your negative feeling by placing your ‘Chair of coping strategy’ in a way that presents its relationship to the centre Chair of Unwanted Thoughts/Feelings. You can position your own chair in any way you like, for example, upside down or on the side; place it anywhere you like in the room; or stack it on top of the centre chair or far away from it... However, you **cannot move the centre chair** and you also cannot move someone’s chair. Is that clear?”
- **Facilitator waits for participant to place her/his/their chair in relation to the Chair of Unwanted Feelings or Thoughts, and then says**, “Thank you ... can you please return to where you were seated before and remain standing there ... Who would like to go next?”
- **Facilitator repeats activity with the next volunteer until all participants have had a chance to share and place their chair of coping in relation to the Chair of Unwanted Feelings and Thoughts to form the Sculpture of Suffering.**

4. Debriefing the Sculpture of Suffering:

After the Sculpture of Suffering is formed with all participants’ chairs , facilitator says, “I would like to invite all of you to take a moment to observe this overall sculpture that we have created when we placed our coping strategies in relation to the Chair of Unwanted Thoughts and Feelings.” (Participants remain standing.)

Debriefing Theme #1: Common experience of pain and suffering

Question: “What have you noticed in doing this exercise?”

Facilitator Notes and Scripts:

- “You may notice from this exercise that we all go through pain and suffering with our difficult thoughts and feelings. While each of our experiences may be different, as you listen to others’ sharing, do you find yourself share some of the common struggles and identify with each other’s pain? We are not alone.”
- “We are also very courageous and creative in our own ways in dealing with different struggles in life... we can learn to honor and celebrate our resiliencies, and learn from each other’s’ strategies.”

Debriefing Theme #2: Persistent Hurtful Thoughts and Feelings**Question: “What has happened to the Chair of Unwanted Thoughts and Feelings? Has it disappeared?”****Facilitator Notes and Scripts:**

- “Although the chair of unwanted thoughts and feelings may be surrounded or even buried, notice that it’s still there. When we talk about these events, the negative feelings may still be here today.”
- “So sometimes we think that the negative feelings would go away if we only try harder ... or try different kinds of coping strategies ... or if we go learn the latest coping strategy ... It does not work like that here in this exercise.”
- “Regarding the various ‘coping strategies,’ it’s not that we should not do them. Sometimes they do help us cope in that moment. However, when we rely on them to avoid, control, or eliminate our thoughts and feelings, you can see how this turns out.... Just like this Sculpture of Suffering, it keeps adding up to a very big thing that takes up most of our energy and the space in our lives.”

Debriefing Theme #3: Cost of our efforts to cope with Unwanted Thoughts and Feelings**Question: “What are the costs of our efforts to cope? Has the Chair of Unwanted Thoughts or Feelings disappeared, become smaller, or become a bigger sculpture overall?”****Facilitator Notes and Scripts:**

- “Let’s look at - what are the costs of our efforts to cope? Has the Chair of Unwanted Thoughts or Feelings become smaller, or become a bigger sculpture overall?”
- “Notice that the Sculpture of Suffering has just taken over the space in the room and our collective energy and attention? Sometimes, we may find our lives revolve around trying to cope with our hurt and our pain, with our coping strategies adding to our suffering and taking up all of the space in our lives, with little room left for anything else.”
- “Notice – when the sculpture was up, were you able to sit? Instead of sitting comfortably as a group, we were left standing. We do expand and sacrifice our energy when we cope, just as we had to give up our own chair in this exercise.”

5. Physicalizing Acceptance of Painful Thoughts and Feelings:**Facilitator says,** “Now I would like to invite you to take one last look at the Sculpture of Suffering, and then take back your own chair and sit around in a circle for our final debriefing.”*After all participants took their chairs back and sat down, leaving only the Chair of Unwanted Thoughts or Feelings in the middle of the room, **facilitator says,** “Now please take a look at the Chair of Unwanted Thoughts or Feelings, look at how it looks like now, and compare it to what it was like a moment ago, with all our coping strategies around, above, or next to it forming the big Sculpture of Suffering.”*

Debriefing Theme #4: Mindfulness Acceptance

Question: *“Look at the lone chair in the centre... what is it like now for you? What happens if we accept it as just being here and not let it take over our attention and energy?”*

Facilitator Notes and Scripts:

- “What if we treat our unwanted feelings with mindful acceptance – just willing to have the feelings here with us? Notice the space it opens up in the centre. We do not have to be fused with it and get consumed by it – just as we don’t have to be sitting in the centre chair. We can sit right where we are, make room for the centre chair, and just simply observe it.”
- “When we talk about acceptance, it is our willingness to experience and not run away from what is already here, our internal thoughts and feelings.”
- “However, acceptance does not mean we need to love our negative emotions or thoughts. It also does not mean giving up. Most importantly, accepting the negative thoughts or feelings does not mean we are accepting the underlying oppression or social injustices that give rise to our suffering. Where possible, we should still work to change our situation and environment through our actions.”

Key Summary Points:

- We all experience challenging situations that evoke **negative thoughts and feelings**. Further, it is natural and being human that we all try our best to **cope** with them.
- While coping strategies can be helpful and some coping actions such as problem solving or getting help are inherently beneficial, the negative feelings nevertheless can **persist**.
- If we spend all our efforts in coping and avoiding our negative feelings, it can completely drain us, and our life will all be about coping, and this ends up **increasing our suffering**.
- One alternative is to **observe** and **accept** these negative feelings and thoughts **mindfully**, i.e., neither being consumed by them nor struggling against them, such as suppressing them or running away from them.

Source:

1. Fung, K. P., & Zurowski, M. (2016). Chair sculpture of suffering exercise. In A. Peterkin & P. Brett-McLean (Eds.). Keeping reflection fresh: Top educators share their innovations in health professional education. Kent, OH: Kent State University Press.
2. Inspired by “Box Full of Stuff Metaphor” in Hayes, S. C. Strosahl, K. D., & Wilson, K. G. (1999). Acceptance and Commitment Therapy: An experiential approach to behavior change. (pp. 136-138). New York: Guilford Press.

2.5 EVERYTHING YOU ALWAYS WANTED TO KNOW BUT WERE AFRAID TO ASK

Learning Objectives:

- To explore attitudes and knowledge gaps on HIV and related stigmatized issues
- To sensitize participants to various forms of stigma

Materials: Worksheet 2.5.1: Everything you always wanted to know exercise (four pages)

Time Required: 45 minutes

Activities & Instructions

Instructions to Participants:

1. Uncensored Brainstorming (8 minutes)

Facilitator says:

- “This exercise is an opportunity for us to explore the stigma and discrimination related to HIV.”
- “For this exercise, we would like you to work in four small groups. Let’s count off from 1 to 4.” (After the counting is done).
- “All the 1’s will get together, all the 2’s will get together and so on. Now please find your teammates and sit together.” (2 min)
- (**Facilitator** will give each group their corresponding worksheets—HIV +, cancer diagnosis, gay/lesbian/trans, drug addiction)
- “Now, I would like to invite each of you to spend about 5 minutes on your own to work on the worksheet. Think of all the questions you would like to ask the person, and just write them all down. Do not censor your thoughts. Do not worry about the responses. There are no right or wrong answers.” (Set timer to sound the alarm after 5 minutes.)

2. Small Group Debriefing (10 minutes)

- “Now, share your questions with the other members of your team. Do not discuss or debate them.” (5 min)
- “After you have shared your questions, work together in your small group to group them into two categories. Category A will be those questions that you would feel very comfortable asking; and Category B will be those questions you find difficult or are hesitant to ask.” (5 min)
- (After 10 minutes, get all participants to rejoin large group.)

3. Large Group Sharing (2 min/each)

“For the large group sharing, we would like you to report just on category B, that is, the questions you wanted to ask but were afraid to do so.” (2 min/group)

4. Large group Debriefing (20 min)

After each group reports their questions, go through the debriefing questions and summarize themes that came out.

Debriefing Questions:

Preamble: The intention of this exercise is not to identify best practices in counselling and providing support, but more on exploring how social stigma inform or affect our feeling and action towards different marginalized groups of people in our community.

- What questions do we find difficult or problematic to ask? What makes it difficult?
- What do all these scenarios have in common?
- What is unique about each of these scenarios?
- How do societal expectations and stigma contribute to making the conversation (questions) difficult?

Key Summary Points

- Stigma hinders communication, creates social exclusion and perpetuates suffering.
- Our preparedness to ask questions may relate to many factors associated with “**Fusion** to societal rules and labels”, “**Avoidance** of unpleasant experiences”, and “tension and conflicts with our **Values**”:
 - » our discomfort with what we associate with the issues that we ourselves consider to be taboo, stigmatizing or painful. (e.g. we may associate cancer with death; HIV with promiscuity etc.) (internalized stigma)
 - » our fear of being perceived as insensitive or ignorant
 - » our fear of “others” or the “unknowns”
 - » our fear of getting triggered due to personal experience with stigma and suffering as marginalized communities
 - » our sense of conflict with our own values or judgment
- There are different social stigmas associated with different marginalized groups. Some may experience multiple levels of stigma and discrimination.
- There are differences in the experiences of the scenarios. Some relate to issues external to the person (e.g. illness, substance use) and some relate to inherent characteristics of the person (e.g. being LGBT).
- It is important for us to be aware of our own power and privilege and how we may have internalized social stigma that would affect our interaction with others.
- The complex combination of social injustices (i.e. racism, homophobia), fear and stigma create an unsafe environment for PLHIV and other marginalized communities to access needed services, get support, share their experiences and become involved.

Source:

Li, A. T., & Wong, J. P. (2011). SJCBC protocols for CHAMP Study. Toronto, ON: Community Alliance for Accessible Treatment.

**Worksheet 2.5.1.a –
Everything You Always Wanted to Know but Were Afraid to Ask**

Group 1

Imagine if your best friend or close family member tells you that she/he/they has tested HIV+:

1. Each person on your own, think of all the questions you would like to ask her/him/them at that moment. Write them all down; do not censor your thoughts.
2. Share your questions with other members of your group. Do not discuss or debate them.
3. Group the questions into 2 categories: (A) those you would have no problem asking; and (B) those you find it difficult or are hesitant to ask. (3 min)

Questions you have no problem asking:	Questions you are afraid to ask:

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4. Report back to the large group the questions you wanted to ask but were afraid to (1 min). Be prepared to share reflections in debriefing.

**Worksheet 2.5.1.b –
Everything You Always Wanted to Know but Were Afraid to Ask**

Group 2

Imagine if your best friend or close family member tell you that she/he/they has been diagnosed with cancer:

1. Each person on your own, think of all the questions you would like to ask her/him/them at that moment. Write them all down, do not censor your thoughts.
2. Share your questions with other members of your group. Do not discuss or debate them.
3. Group the questions into 2 categories: (A) those you would have no problem asking; and (B) those you find it difficult or are hesitant to ask.

<i>Questions you have no problem asking:</i>	<i>Questions you are afraid to ask:</i>

4. Report back to the large group the questions you wanted to ask but were afraid to (1 minute). Be prepared to share reflections in debriefing.

**Worksheet 2.5.1.c –
Everything You Always Wanted to Know but Were Afraid to Ask**

Group 3

Imagine if your best friend or close family member tell you that she/he/they is gay/lesbian/trans:

1. Each person on your own, think of all the questions you would like to ask her/him/them at that moment. Write them all down, do not censor your thoughts.
2. Share your questions with other members of your group. Do not discuss or debate them.
3. Group the questions into 2 categories: (A) those you would have no problem asking; and (B) those you find it difficult or are hesitant to ask

<i>Questions you have no problem asking:</i>	<i>Questions you are afraid to ask:</i>

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4. Report back to the large group the questions you wanted to ask but were afraid to (1 minute). Be prepared to share reflections in debriefing.

Worksheet 2.5.1.d – Everything You Always Wanted to Know but Were Afraid to Ask

Group 4

Imagine if your best friend or close family member tell you that she/he/they has an addiction to drugs:

1. Each person on your own, think of all the questions you would like to ask her/him/them at that moment. Write them all down, do not censor your thoughts.
2. Share your questions with other members of your group. Do not discuss or debate them.
3. Group the questions into 2 categories: (A) those you would have no problem asking; and (B) those you find it difficult or are hesitant to ask

<i>Questions you have no problem asking:</i>	<i>Questions you are afraid to ask:</i>

4. Report back to the large group the questions you wanted to ask but were afraid to (1 minute). Be prepared to share reflections in debriefing.

2.6 THE EXCLUSION CIRCLE GAME

Learning Objectives:

- To promote empathy and connection among participants
- To illustrate the power of arbitrary rules
- To encourage committed action guided by chosen values

Materials:

- Facilitator's Guide 2.6.1: Diagram for space arrangement
- Facilitator's Guide 2.6.2: Case scenario cards
- Signs labeled "Station #__" to be placed on the walls (see Facilitator's Guide 3). The number of signs required depends on the number of marginalized statuses used in the game. A minimum of six stations and a maximum of eight stations are recommended.
- A set of differently coloured cards and white envelopes. The number of cards should correspond with the number of participants in the group learning session. The idea is to have half of the cards be white (representing privileged statuses) and the other half of the cards be different colours (representing different marginalized statuses).
- Do **NOT** inform the participants about the significance of the different colours of the cards.
- A bell to capture participants' attention during the game

Time Required: 45 minutes

Activities & Instructions

Preparation/set up:

- *Arrange all the chairs in a large circle and ensure that there is sufficient space in the centre for participants to move around and interact safely and comfortably; also to have sufficient space for participants to stand at the assigned stations outside of the circle (see Facilitator's Guide 2.6.1 for space arrangement).*
- *Prepare coloured cards for participants as described above.*
- *One **facilitator** reads directly from the colour-card scenarios, another **co-facilitator** to assist with card distribution, ringing the bell and ensuring participants follow the facilitator's instructions.*

Instructions to Participants:

- **Facilitator says**, "We are going to give you different colour-cards. We will randomly distribute one card to each one of you. Please do not ask the significance of the different colours; part of the game is that you do not know until we tell you."
 - » *(Distribute cards to participants randomly.)*
- **Facilitator continued**, "Now we would like to invite you all to enter the circle in the centre of the room and mingle. When you hear the bell, please stop and listen for further instructions."
 - » *(After participants have mingled for 10 to 15 seconds, **Facilitator #1** rings the bell to capture participants' attention.)*
 - » *(**Facilitator** reads the description of colour-coded card #1, beginning with "If you are holding a [e.g., blue] colour card, this is about you," and ending with "Do not allow anyone else into your station.")*

- **Facilitator says**, “Those of you inside the circle, continue to mingle until you hear the bell sound and further instructions.”
 - » *(Repeat the above process until the descriptions of all the colour-coded cards **except the white envelopes** have been read out and all the participants with those envelopes have been sent to the different stations around the room.)*
 - » *(Now read out the description of the privileged identities/statuses represented by the **white** envelopes, and instruct the participants holding these envelopes to stay and mingle within the circle.)*
- **When all the cards have been read, facilitator says** “Now you may go back to your original seats and let us debrief our experiences in doing this exercise.”

Debriefing Questions:

1. Ask the participants to share their experience in doing this exercise.

Probes:

- a. What was it like taking part in this exercise? How did you feel?
- b. What came to your mind when you were sent away from the circle?
- c. What came to your mind when others were sent away from the circle?
- d. What came to your mind when you were kept in the circle?

2. Questions to promote critical reflection and emancipation dialogue:

Probes:

- a. Why did you leave the circle when you were asked to?
- b. How many of you wanted to resist the instructions? What happened?
- c. What did you notice about the people outside the circle? What could have been done about the situation?
- d. If you engage in this exercise again, would you play the game differently? How?

Key Summary Points:

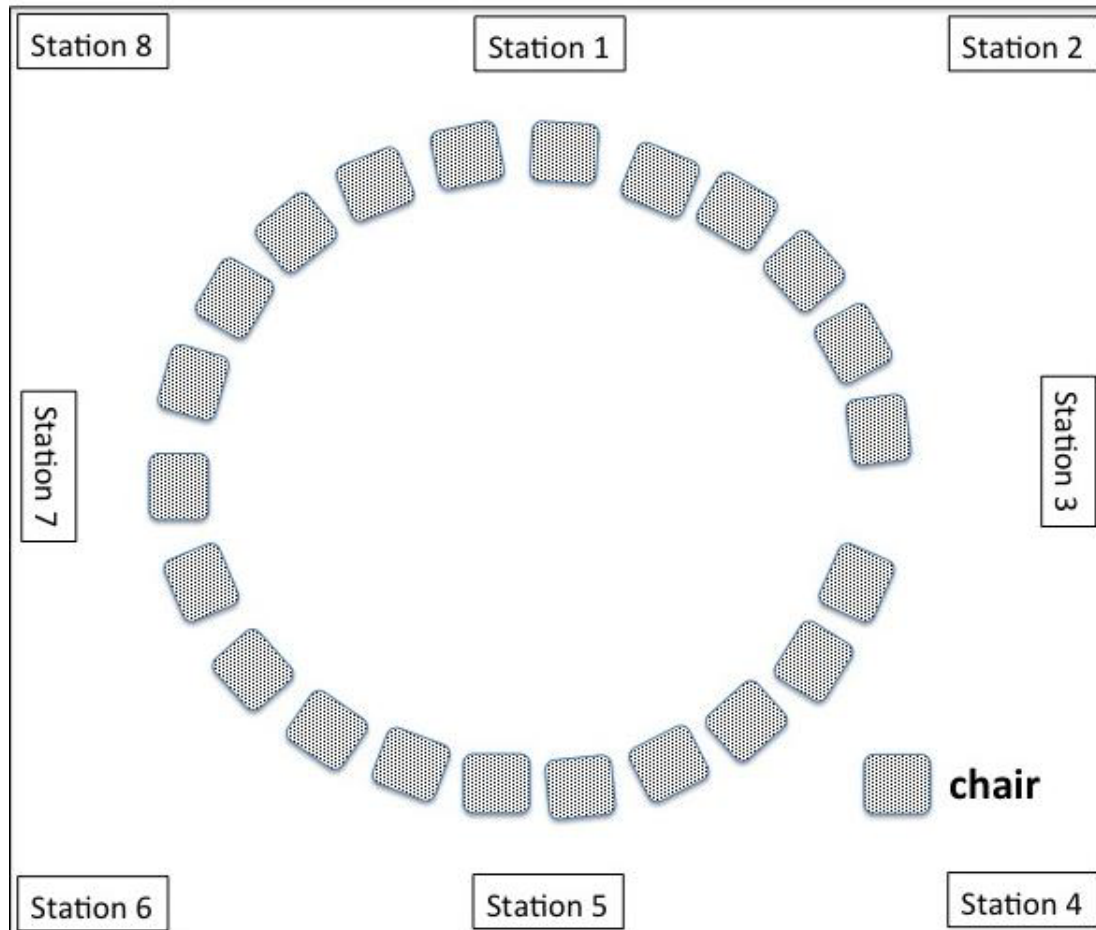
Stigma creates and perpetuates social exclusion and suffering. Our action or inaction are often related to our own sense of identity, social conditioning, and our relationship and access to societal power and privileges. Common reflections shared by previous participants include: (prompt the participants to reflect on similar points as needed)

- The voice of authority made participants feel they need to obey;
- The fear of being ‘kicked out’ of the circle kept participants docile and silent instead of speaking out;
- Participants who were instructed to leave the circle, upon reflection, felt they could have and should have reached out to each other at the different stations to become a collective force;
- Participants left inside the circle often did not enjoy their ‘privileges’ any longer; they did not like the arbitrary unfairness associated with social exclusion.
- Participants through this experiential learning developed empathy for each other, including those left inside the circle.
- The reported outcomes of this exercise suggest that compassion is a human quality and **value** that we can tap into to promote collective committed action towards social change and justice.
- With more **mindful** awareness and attunement to our **values**, we can **stop** the automatic following of arbitrary rules that discriminates and marginalizes people.

Source:

Wong, J. P. & Li, A. T. (2015) The Exclusionary Circle Game: A tool to promote critical dialogue about HIV stigma and social justice. *Progress in Community Health Partnerships: Research, Education, and Action*, 91(3), 431-438.

Facilitator's Guide 2.6.1 – Facilitator's Guid: Diagram for Space Arrangement



Facilitator's Guide 2.6.2 – Case Scenario Cards

Descriptions of Marginalized and Privileged Identities

Important Note:

In this Facilitator's Guide, there are ten case scenarios of marginalized identities (linked with different colour cards) and two case scenarios of privileged identities (linked with white envelopes). Depending on the number of participants in the training session and the communities the participants identify with, facilitators may select 6 to 8 case scenarios of marginalized identities, and/or adapt some of these scenarios to increase their relevance. At the same time, it is extremely important to ensure that the selected/adapted scenarios address critical issues associated with colonization, racism, gender-based violence, transphobia, homophobia, ethnic-based discrimination, exclusion of immigrants, and HIV stigma, etc. The locations of the city and country mentioned in the scenarios should be adapted to reflect the local context where the training take place.

1. Colour: Red

If you are holding a red card, this is about you. You were trained as an engineer in your country of origin. You had ten years of professional experience before you immigrated to Canada two years ago. You tried to find work in the engineering field in Toronto and you have not been successful. You are currently working as a part-time sales representative. You feel discouraged and worried about your future. If you are holding a red card, leave the circle and go to Station #1. Stay there and do not accept anyone else into the station.

2. Colour: Deep Blue

If you are holding a deep blue card, this is about you. Your father has frequent outbursts of anger. Whenever he is angry, he beats your mother and yells at you. Last week your father went into a rage again. Your mother took you and your little sister to a shelter. You now have to attend a different school near the shelter. You feel embarrassed about telling your new classmates where you are living. If you are holding a deep blue card, leave the circle and go to Station #2. Stay there and do not accept anyone else into the station.

3. Colour: Pink

If you are holding a pink card, this is about you. You are 15 years old. You are gay. You have been bullied at school since Grade 4 for being different. You have tried to talk to your parents about your sexuality but they always change the topic. You feel anxious when you go to school; you cannot stand how other students have been making fun of you. You have decided to drop out of school. If you are holding a pink card, leave the circle and go to Station #3. Stay there and do not accept anyone else into the station.

4. Colour: Sky Blue

If you are holding a sky-blue card, this is about you. You are 30 years old. You were born and raised in Toronto. Your mother was born in Fort Albany. She is a survivor of residential school; after she left school she moved to Toronto. When you were growing up, poverty was a big challenge for you and your mother. Although you are familiar with your extended family in Fort Albany, you rarely visit them due to the cost of transportation. During the Truth and Reconciliation Hearing, you heard for the first time the maltreatment that your mother and her brother had endured. Although your uncle was not sexually abused, he was treated harshly. One time he got sick and threw up on the porch of the school, he was made to eat his vomit. If you are holding a sky-blue card, leave the circle and go to Station #4. Stay there and do not accept anyone else into the station.

Continued on the next page

5. Colour: Orange

If you are holding an orange card, this is about you. You are a 12-year-old of East Asian background. When you watch TV or movies, it really bugs you that most East Asian characters are portrayed either as “nerds” or “Asian gangsters.” Although your parents were born in Canada, people always ask you where your parents were from. Your teachers at school expect you to do well in math and ignore you when you try to make it on the football team. If you are holding an orange card, leave the circle and go to Station #5. Stay there and do not accept anyone else into the station.

6. Colour: Purple

If you are holding a purple card, this is about you. You are a transgender woman. Your family disowned you when you came out to them about your gender identity. When your employers and co-workers found out that you are a trans-woman, they used different excuses to prevent you from getting a permanent job. You moved to downtown Toronto because you feel unsafe on the streets in suburban areas. One time, you ran out of money and had to stay at a women's shelter, but the fellow residents harassed you; they called you names and wanted to send you away. If you are holding a purple card, leave the circle, go to Station #1, and ask – “Can I join you?” Once you are rejected, move on and go to the next station to ask if you can join. Again, you will be rejected. Keep moving to the next station until you get to Station #6 where you will stay. This is a reminder that all those in Stations #1, 2, 3, 4 and 5 are not to accept anyone else into your own station.

7. Colour: Light Green

If you are holding a light green card, this is about you. You are a 16-year-old of Black African background. When you entered high school, everyone at school told you to join the basketball team, even though you were really interested in the Science Club. Every time there is a report on neighborhood gun violence on the news, other students would ask if you know the victim. You are tired of being watched by the sales people when you and your Black friends go shopping at the upscale malls. If you are holding a light green card, leave the circle and go to Station #7. Stay there and do not accept anyone else into the station.

8. Colour: Yellow

If you are holding a yellow card, this is about you. You are a new immigrant. Your spouse is seven months pregnant. You arrived in Toronto with your spouse last week. You found out that there is a three-month waiting period before you are able to access the Ontario Health Insurance Plan. You cannot afford to pay for an appointment with an obstetrician. If you are holding a yellow card, leave the circle and go to Station #8. Stay there and do not accept anyone else into the station.

9. Colour: Dark Green

If you are holding a dark green card, this is about you. You are a 16 year old of South Asian background. When you entered high school, everyone at school told you to join the cricket team, even though you were really interested in football. Every time there is a news story on the so-called “honour killing,” other students would ask if you know the victim. Some of your classmates also wanted to know if you would have an arranged marriage once you finish school. If you are holding a dark green card, leave the circle and go to Station #9. Stay there and do not accept anyone else into the station.

10. Colour: Brown

If you are holding a brown card, this is about you. You grew up with strong religious beliefs and affiliation. After you immigrated to Canada two years ago, you have continued to be an active member in your church. Being a new immigrant, you rely on the social network and support at church. However, you are not able to disclose to your church leaders or other church members that you are living with HIV. The strong doctrine of purity and moral living makes you feel judged and ashamed. If you are holding a brown card, leave the circle and go to Station #10. Stay there and do not accept anyone else into the station.

11. Colour: White Envelope

If you are holding a white envelope, this is about you. You are 16-years-old. You have many friends at school. In the last two weeks, you noticed that one of the boys in your class stopped coming to school. He was a quiet guy; he seemed nervous whenever he had to speak in class, and he could not stop shaking his legs when he sat in class. But he seemed to be a kind person. You wonder if he dropped out because your classmates were calling him a 'freak.' You also wish you had stood up for him when other students were bullying him. Since you are holding a white envelope, you get to stay in the circle. You can continue to mingle.

12. Colour: White Envelope

If you are holding a white envelope, this is about you. You live in an affluent neighbourhood with your wife and two sons. You seldom worry about your sons being stopped and searched by the police. You also do not have to worry about being shot in your own neighborhood. You are pleased that your oldest son has been accepted to study law at the University of Toronto. Since you are holding a white envelope, you get to stay in the circle. You can continue to mingle.

2.7 ADDRESSING STRUCTURAL VIOLENCE

Learning Objectives:

- To increase understanding of structural violence, oppression and social inequities
- To critically reflect on the effects of structural violence on our lived experiences
- To promote collective empowerment through sharing of lived experiences and strategies to address structure violence.

Materials: Laptop

Video – structural violence

Flipchart with heading of exclusion circle scenarios, markers, masking tape

Time Required: 15 minutes

Activities & Instructions

Preparation/set up:

Arrange all the chairs in a large circle and ensure that there is sufficient space in the centre for participants to move around and interact safely and comfortably; also to have sufficient space for participants to stand at the assigned stations outside of the circle (see Facilitator's Guide 2.6.1 for space arrangement).

Instructions to Participants:

1. Presentation on Structural Violence

Facilitator says:

- **Facilitator says**, "Now, we would like to show you a video (webinar) on structural violence. Some of you may or may not have heard the term structural violence. It is a term to highlight that oppressions and social injustices are a form of violence. The video will introduce this topic. After we watch the video, we will engage in an interactive activity."

2: Critical Dialogue and Debriefing

- *After showing the video, engage the participants in a critical dialogue in a popcorn style. Co-facilitator takes notes on the discussion on flipchart.*
- **Facilitator asks**, "Does anyone have any questions about structural violence or other concepts covered in the ppt/video?"
- *After addressing the participants' questions and issues raised, Facilitator displays flipchart with 3 columns with headings of: (1) Exclusion Circle scenarios, (2) Underlying Structural Violence; (3) Possible Action/Responses.*
- **Facilitator says**, "Now Let us revisit the scenarios we went through in the last activity- the Exclusion Circle Game. Let us look at what are some of the underlying structural violence connected to the case scenarios."
- **Facilitator starts with one of the scenario in the exclusion circle game, and invited participants to discuss the following questions in popcorn style:**
 - » "What contributes to or reinforce the structural violence in this case?"
 - » "What can we do, or how can we take action to respond to the structural violence?"
- *After leading the group through critical dialogue on one of the exclusion circle case scenario, facilitator will repeat the above exercise with at least two other scenarios, and more scenarios if time permits.*

Key Summary Points:

- Structural oppression is so powerful because it is not visible and often regarded as “accepted societal norm” and get “institutionalized”. This makes the people who are victimized feel like the unfair treatments they experienced are normal, justified or to be expected, or that it is their own faults that they are suffering. It is therefore very important for us to recognize the underlying structural oppression and injustice and not to internalize it as self-blame.
- As seen from the experiences amongst ourselves, we all have “fire within us” and diverse resilient strategies to deal with structural violence. In some instances, focusing on safety and self-care can be the most appropriate strategy and we do not need to feel that we always have to fight oppression head-on.
- It often takes time and multiple strategies to overcome structural violence. Even when we take action but do not get the result we had hoped for, it is okay and does not mean we have failed.
- This is why it is important to work with others when trying to address structural oppression/discrimination. We can support and comfort one another, and together we will have a higher chance of success in overcoming some of these structural oppressions and making positive social changes.

2.8 THREE THINGS I DID TODAY

Learning Objectives:

- To promote awareness of our interdependence on each other and the environment
- To enhance a critical understanding of the interconnectedness of people, resources and public policy
- To encourage collaboration and collective efforts to reduce HIV stigma and advance social justice

Materials: Pens, Worksheet 2.8.1 – Three Things I Did Today

Time Required: 30 Minutes

Activities & Instructions

Instructions to Participants:

1. **Facilitator** provides each participant with Worksheet 2.8.1 and says, “The next activity we are going to do is called Three Things I Did Today. We invite you to take a couple of minutes to write down three ordinary things that you have done today. They can be simple things like brushing your hair, or eating breakfast.” (*Pause.*)
2. **Co-facilitator** distribute Worksheet 2.8.1.
3. **Facilitator** continues, “Now we invite you to reflect on and identify the conditions, materials/resources, people and public policies that are involved to enable you to do this. You have 5 minutes to do this.” (*Facilitator keeps time*)”
4. After participants have completed their worksheet, **Facilitator continues**, “We now invite you to share some of your answer.”
5. **Co-Facilitator** uses Flip Chart to record participants’ sharing using 4 columns – people, materials/resources, policies involved, infrastructures, etc)

Debriefing Questions:

What have you learned from this exercise?

Key Summary Points:

- Many of us have been socialized to “think” that we are independent beings.
- In fact, “independence” has been promoted as a personal strength.
- When we recognize our interdependence and interconnectedness, we are better able to see that:
 - our individual action and non-action contribute not only to our own happiness and suffering but also those of others;
 - we are not alone and we can seek each other’s support in addressing our challenges; and
 - we can work together towards reducing stigma, and promoting social justice and equity.

Source:

Wong, J. P. (2011). Understanding Interbeing: Socio-ecological Approaches in Health Promotion. Lecture in Community Health Nursing, Ryerson University (unpublished).

Worksheet 2.8.1 – Three Things I Did Today

Part 1:

Write down three ordinary things you did today; e.g. – a walk, a shower, etc.

Part 2:

1) **Consider:** What conditions and resource are needed for you to be able to do the above? Think about people, materials, policies, infrastructure, etc.

For example: "I drank a cup of tea."

- *To have a cup of tea, I need tea, hot water, and a mug.*
- *What is needed to produce tea? Who is involved in the production of tea and distribution of tea?*
- *Where does water come from? Who is involved in distributing water? What is needed to have safe drinking water?*
- *What is needed to boil water?*

2) **Pick one** of the three things you have identified above: _____

Write down:

- What is needed? _____

- Who is involved? _____

- What kind of public policy is involved or needed? _____

- What kind of infrastructure is needed? _____

2.9 THE LE'GO EXERCISE

Learning Objectives:

- To engage participants in experiencing the self as an observer
- To enhance participants' awareness of the self as context, or the holder of experiences
- To promote awareness of the continuity of the embodied self while allowing a more flexible relationship with the contents and identities of the self
- To enhance psychological flexibility related to an openness towards the concept of self

Materials: Bucket of small building blocks (10-15 pieces per participant)
Paper plates (one per participant)
Water-based markers

Time Required: 45 minutes

Activities & Instructions

Preparation/set up:

Participants sit in a large horseshoe shape; co-facilitators sit across from each other at the open-end of the horseshoe.

Instructions to Participants:

- 1. Introduction** – “This exercise helps us explore our sense of self, or our sense of who we are.”
- 2. Distribute paper plates and then the building blocks** – “Please write down your name on the face of your paper plate. Once you have done that, please take a handful of building blocks and put them on your plate. Throughout this exercise, please make sure all your building blocks are inside your plate. Do not share any pieces with or take any pieces from others.”
- 3. Guided meditation about the recent past** – **Facilitator** leads a guided meditation about the recent past and notice the continuity of self. **Facilitator says,**
 - “Please put down your plate on the floor. If you are willing, please close your eyes or lower your gaze to focus on a point in front of you. We will just spend a few moments becoming aware of the present moment and our breath.” (Pause x 10 seconds.)
 - “Now let’s think back to something that happened to you last summer – whatever comes to your mind is fine. See if you can recall that event as clearly as you can ... Notice where you were and who you were with ... Notice what you were seeing ... hearing ... smelling... doing ... feeling ... or thinking ... Notice that it was you who was there, noticing all these things and experiencing all these things ... See if you can notice that there is a sense of continuity between the ‘you’ back then and the ‘you’ that is here, right now, recalling all of these ...”
 - “Let us return to our breath and the present moment ... whenever you are ready, you may open your eyes.”
- 4. Recreate the recent past with building blocks** – **Facilitator** invites the participants to create what they recalled and says:
 - “Please pick up your plates and reconstruct the experience you just recalled with your building blocks. You will have about 3 minutes. When you are done, you can set it down on the floor.” (*Facilitator keeps time.*)
 - “... Please stop building even if you have not already finished. Whatever stage you are at, take a moment to just observe what you have created. and set it down on the floor.” (*Facilitator paused for 10 seconds*)

- “You may take one last look at your creation (*pause*). Now, pick up the plate and let’s pull the pieces apart... notice any thoughts or feelings that shows up for you when you are taking them apart. When you finish pulling all the pieces apart, please put your plate of building block on the floor.”

5. Guided meditation about the distant past and notice the observer self – Facilitator begins the second guided mediation by saying,

- “We will now do a second meditative exercise. If you are willing, please close your eyes or lower your gaze to focus on a point in front of you. We will just spend a few moments to become aware of the present moment and our breath ...” (*Pause x 10 seconds.*)
- “Now cast your mind a bit farther back and recall another event– this time from your younger years as a teenager ... Notice what you were doing and who you were with ... Notice all that you were seeing... hearing... smelling... doing... thinking... or feeling ... Notice what you wore and how you looked ... Perhaps, your hairstyle was quite different back then ... Different things might have been important to you back then ... yet, in spite of the differences, it was still you that was there ... there was a part of you back then observing all that ... you are the continuation of the back then teenager ‘observer, you are here now recalling and observing you in the past ...” (*Pause.*)
- “Allow yourself to bring back those experiences to the present ... and let us return to our breath and the present moment ... whenever you are ready, you may open your eyes.”

6. Recreate the distant past with building blocks – Facilitator provides instructions and says,

- “And now I would invite you to reconstruct your teenage event with your building blocks. You will have 3 minutes to do this. When you are done, you can set it down on the floor.” (**Facilitator keeps time and rings the bell after 3 minutes**)
- “... Please stop building even if you have not already finished. Whatever stage you are at, take a moment to just observe what you have created and set it on the floor.” (*Facilitator paused for 10 seconds*)
- “You may take one last look at your creation (*pause*). Now, pick up the plate and let’s pull the pieces apart... notice any thoughts or feelings that shows up for you when taking them apart. When you finish pulling all the pieces apart, please put your plate on the floor.”

7. Guided meditation about the remote past – Facilitator begins the third guided meditation by saying,

- “Now cast your mind even farther back and recall another event in the summer – this time from your childhood years ... Notice what you were doing and who you were with ... Notice all that you were seeing, hearing, doing, thinking, and feeling ... Notice that your role then was quite different from your role now... Notice that your little body then was very different back then ... and probably every single cell in your body has been replaced now by a different cell ... yet, notice that the ‘you’ that was there back then is the same ‘you’ that is here right now, recalling all this ... ‘you’ have never been me or someone else ... ‘you’ have been ‘you’ your whole life...”
- “Allow yourself to bring back that story to the present ... and let us return to our breath and the present moment ... whenever you are ready, you may open your eyes.”

8. Recreate the remote past with building blocks – Facilitator provides instruction and says,

- “Now I invite you to reconstruct your childhood story with your building blocks. You will have about 3 minutes. When you are done, you can set it down on the floor.” (*Facilitator keeps time.*)
- *After 3 minutes, facilitator says* “... Please stop building now, please stop even if you have not already finished.”
- *After everyone stops building with their childhood experiences, facilitator says,* “Now please take one last look at your last creation, remember what feelings came up for you when you were building it, and then let’s take a deep breath, and pull the pieces apart. Notice anything that shows up for you during this process.” *Facilitator wait for everyone to take their building blocks apart, then facilitator continues,* “Now let’s debrief about the exercise we just went through.”

Debriefing and Sample Scripts:

Debriefing Question:

"We have finished building and taking apart the final story from the past. Would anyone like to share their experience of doing this exercise?"

Probes:

- What did you notice about 'you' throughout the three stories?
- What was the same about each of these 3 "you" and what was different about these 3 "you" that you remember from three different periods in your life?

Debriefing Theme #1: Being weighed down by self-concepts

- "We can easily confuse our 'self' with ideas and concepts about ourselves. We can become fused with thoughts like "I am no good" and "I am unlovable", which can haunt us again and again."
- "If we look at the plate, it holds the pieces of building blocks, but it has never been affected by these pieces. Similarly, we are the person with these thoughts and stories, but these thoughts and stories are not us – they do not define us in any way. We do not have to buy into them or even fret over them when they show up."

Debriefing Theme #2: Loss of sense of self

- "If we define ourselves by our self-descriptions, roles, or stories, even positive ones, we can become quite vulnerable. When changes occur, we may feel completely lost. If you define yourself by your job, what happens when you retire or lose your job? If you define yourself as being the role of a family member, what happens when you lose your loved one?"
- "Even though being dedicated to our roles and values help us function, actually defining ourselves by what we do or our roles may make us less able to deal with change and loss."

Debriefing Theme #3: Being weighed down by past events and memories

- "Behind some of our negative self-concepts, sometimes there may be an origin story. We may have experienced loss that are deeply painful or regrettable. We may have experienced stigma that are traumatic and disempowering. We can become fused with past events, feeling forever diminished by them."
- "If we realize that we are the plate and not the building blocks, these past events would not have so much power over us, as they do not define us."
- "Further, just like taking apart the building blocks, we can practice letting go of these events. Even if the memories revisit us, we can recognize that they are memories that do not define us. We can let them go again and be ready to welcome new possibilities in the next new moment and see what new stories will be told by the building blocks."

Debriefing Theme #4: Being constricted by our own self-stories

- "Rigid identification with ideas about ourselves can constrict our actions and true potential. If you say to yourself 'I'm shy' or 'I can never sing or dance' or 'I can never make a social change', you may be closing yourself off from many potential opportunities, choices, or experiences in your life and limit your capacity to grow or your capacity to help or relate to others."

Debriefing Theme # 5: Self as Observer

- "In doing this exercise, some of you might have noticed that you have changed a lot over the years – your body, your styles of fashion, your friends, your social networks, your roles, your perspectives, etc. What got you really excited as a child, like getting a candy or an ice-cream cone, may not get you excited now. However, there is something that has not changed, and that is – you as the observer of your lived experience. Notice that when you were recalling an event in the past, your recollection was your current interpretation of the observations or perspectives that you had in the past – as a child, as a teenager or who you were last year. While everything in life changes, your existence as the observer of your lived experience remains. Your observer self, or self-as-context, will always be there as you go through life."

Key Summary Points:

- When we recall different events from our past they may take on new meaning and we may gain deeper insight about these experiences, but the key learning we want to highlight from the exercise is that throughout all these changes, there is a sense of self, i.e., an observer self, that provides a sense of continuity across time and events. This is the self-as-context in ACT, distinguishing it from “the self ” as often defined by concepts and stories.
- While we may focus on various pieces of building blocks as symbolic representations of ourselves, another perspective is to locate the self as the paper plate with our names on them. The plate is actually the holder that contains all the various pieces of building blocks, which change and vary over time in configuration.
- The creating and taking apart of the building blocks promote the “letting go of ” and the “defusion from” the stories that we hold on to about ourselves, whether they are good or bad, joyful or traumatic, heroic or tragic.

Source:

Fung, K. P., & Wong, J. P. (2014). ACTTraining Manual. Toronto, ON: Strength In Unity Project .

2.10 MINDFULNESS GROUNDING EXERCISE – LOVING KINDNESS

Learning Objectives:

- To engage participants in being loving and kind toward themselves and others
- To support participant in developing a mindfulness practice
- To facilitate a sense of openness and grounding among participants

Materials: Mindfulness Bell, Handout 2.10.1 – Loving Kindness Meditation

Time Required: 20 Minutes

Activities & Instructions

Set Up:

- Arrange the participants in a large circle.
- Co-facilitators sit apart from each other to enhance integration with participants.

Notes to Facilitators:

Avoid rushing participants during a guided mindfulness exercise. Role model being present and connecting to the here-and-now. A “pause” is a critical time for participants to experience being present; therefore, **each pause needs to be at least 15-20 seconds**; pauses in the loving-kindness verses can be slightly shorter as indicated below. When the instructions are given too fast, participants may be distracted by trying to catch up with the instructions and the purpose of a mindfulness exercise is lost.

Instructions to Participants:

- **Facilitator says,** “Today we are going to do a mindfulness exercise called loving-kindness meditation. Find a comfortable sitting position; rest your hands on your lap; keep your feet slightly apart, at shoulder’s width, and rest them firmly on the floor. Take a couple of deep breaths in and relax, let go of all the tension in your body, you may do this by dropping your shoulders as you breathe in. Sit slightly away from the back of the chair to help your energy flow.”
- **Facilitator continues,** “If you are willing, close your eyes gently, or you may lower your gaze and focus on a point just in front of you. *(Pause.)* Keep your body upright; sit with dignity like a mountain... or with peacefulness like a calm lake. *(Pause)*”
- **Facilitator continues,** “Now see if you can sit with the purposeful attention of being here-and-now, without any demand of judgment. *(Pause)* Notice the sensation of your body where it touches the chair. *(Pause)*”
- **Facilitator continues,** “Now focus on your breathing. Breathing in, notice the sensation at your nostrils and in the small area above your upper lips, as air enters your body *(Pause)* Breathing out, notice the sensation in the same area. *(Pause)* Breathing in, and breathing out – effortlessly – notice the sensation of your belly as your breath goes in and out. *(Pause)*”
- **Facilitator continues,** “Now visualize that you are bathing in the warm glow of sunlight; you can feel the gentle breeze brushing against your skin. These all bring a smile to your face. *(Pause.)* Now taking in all these gifts from nature, turn inward and hold these warm and wonderful feelings in your heart. Take a moment to locate where in your body you are feeling these warm and wonderful feelings. *(Pause)*”

Continued on the next page

- **Facilitator continues**, “Now repeat silently these words, or simply absorb them into your heart as I read them out”:
 - May I be filled with loving-kindness; *(Pause x 6-8 seconds)*
 - May I be peaceful and at ease; *(Pause x 6-8 seconds)*
 - May I be well in body, heart, and mind; *(Pause x 6-8 seconds)*
 - May I hold my suffering in great compassion and kindness; *(Pause x 10 seconds)*
 - May I hold my joy in mindfulness and gratitude; *(Pause x 6-8 seconds)*
 - May I be well; may I be happy; may I be free.” *(Pause x 15-20 seconds)*
- **Facilitator continues**, “Now holding these warm loving energy in your heart, visualize that the people or any beings that bring you joy and happiness are sitting here near you; feel your connection with them as one. *(Pause.)*”
- **Facilitator continues**, “Keeping these visual images, repeat silently these words, or simply absorb them into your heart”:
 - May we be filled with loving-kindness; *(Pause as above verses.)*
 - May we be peaceful and at ease;
 - May we be well in body, heart, and mind;
 - May we hold our suffering in great compassion and kindness;
 - May we hold our joy in mindfulness and gratitude;
 - May we be well; may we be happy; may we be free.
- **Facilitator continues**, “Now holding these warm and loving energy in your heart, expand your loving-kindness and send it to everyone in this room”:
 - May we be filled with loving-kindness; *(Pause as above verses.)*
 - May we be peaceful and at ease;
 - May we be well in body, heart, and mind;
 - May we hold our suffering in great compassion and kindness;
 - May we hold our joy in mindfulness and gratitude;
 - May we be well; may we be happy; may we be free
- **Facilitator continues**, “Now extend your loving-kindness to all the people in your communities *(pause)*, your neighbourhood *(pause)*, the city *(pause)*, the country *(pause)*, the world *(pause)*, the universe *(pause)*...”
- **Facilitator continues**, “Now, still holding these warm and loving energy and feelings in your heart, return to this room, to your breathing. *(Pause)* Come back to your breath. Breathing in and breathing out, notice the sensation of your belly *(pause)*; breathing in and out, you are aware that you are breathing in and out. *(Pause)*. When you are ready, at the sound of the bell, you may open your eyes.”
- **Facilitator** spends 5-10 minutes exploring with participants their experience in doing this exercise by saying, “What was it like for you in doing this exercise?”

Key Summary Points:

- Research on the Loving-Kindness meditation shows that it promotes mental wellness and social connections.
- Loving-Kindness meditation helps us to connect to our compassion and inner strengths.

Source:

1. Jack Kornfield. (n.d.) *May I be filled with lovingkindness*. Available at <https://www.jackkornfield.com/meditation-on-lovingkindness/>
2. Wong, J. P. (2016). *Acceptance and Commitment to Empowerment Workbook*. Toronto, ON: Community Alliance for Accessible Treatment.

Handout 2.10.1– Loving-Kindness Meditation

(inspired by Jack Kornfield)

1. "Find a quiet place, sit in a comfortable position, rest your hands on your lap; keep your feet slightly apart, at shoulder's width, and rest them firmly on the floor. Take a couple of deep breaths in and relax, let go all the tension in your body, you may do this by dropping your shoulders as you breathe in, and sit slightly away from the back of the chair to help your energy flow."
2. "You may close your eyes gently, or keep your gaze low by focusing on a point in front of you. Keep your body upright, sit with a purposeful attention to connect to the here-and-now, without judgment or demands. Notice the sensation of your body where it touches the chair."
3. "Now focus on your breathing. Breathing in, notice the sensation at your nostrils and in the small area above your upper lips, breathing out, notice the sensation in the same area." (*Pause 30 seconds*)
4. "Breathing in, and breathing out – effortlessly – notice the sensation of your belly as you breathe in and out."
5. "Now visualize that you are bathing in the warm glow of sunlight; you can feel the gentle breeze brushing against your skin. These all bring a smile to your face. Now taking in all these gifts from nature, turn inward and hold these warm and wonderful feelings in your heart. If you are in your own private space, read the following verses out loud; or you may read them out silently, or simply absorb them into your heart."

May I be filled with loving-kindness;

May I be peaceful and at ease;

May I be well in body, heart, and mind;

May I hold my suffering in great compassion and kindness;

May I hold my joy in mindfulness and gratitude;

May I be well; may I be happy; may I be free.

6. "Now holding these warm and loving sensations and feelings in your heart, visualize that the people or any beings that bring you joy and happiness are sitting with you; feel your connection with them as one. Read the following verses out loud; or you may read them out silently, or simply absorb them into your heart."

May we be filled with loving-kindness;

May we be peaceful and at ease;

May we be well in body, heart, and mind;

May we hold our suffering in great compassion and kindness;

May we hold our joy in mindfulness and gratitude;

May we be well; may we be happy; may we be free.

7. Now holding these warm and loving energy in your heart, expand your loving kindness and send them to all the people in your community:

May we be filled with loving-kindness;

May we be peaceful and at ease;

May we be well in body, heart, and mind;

May we hold our suffering in great compassion and kindness;

May we hold our joy in mindfulness and gratitude;

May we be well; may we be happy; may we be free.

8. Repeat this loving-kindness meditation -- expand your loving energy and send it to all the people in – your workplace, or school, your neighbourhood; the city, the province, the country, the world, the universe.

9. Now, still holding those warm and loving feelings in your heart, return to where you are, to your breathing. Breathing in and out, notice the sensation of your belly; breathing in and out, you are aware that you are breathing in and out.

10. When you are ready, open your eyes and go on with the day filled with happiness and compassion.

Source:

Wong, J. P. (2016). Acceptance and Commitment to Empowerment Workbook. Toronto, ON: Community Alliance for Accessible Treatment

2.11 – Take-Away Activities: Mindfulness Practice; and CHAMP Application

Facilitator says:

“Similar to the last session, we would like you to work on 2 things”

- “The first one is continuing to keep your mindfulness practice journal like what we have been doing for Session One. (Take-Away Activity 2.11.1 - Mindfulness Practice Worksheet)”
- “The second one is to continue to keep a log or journal to reflect on how you have been able to apply some of the CHAMP skills in dealing with your stresses or challenges. (Take-Away Activity 2.11.2 - CHAMP Application Worksheet)”

Facilitator reviews instructions on handout with participants.

Take-Away Activity 2.11.1 – Mindfulness Practice Worksheet

Mindfulness can be practiced anywhere and anytime.

- It simply means doing ordinary things mindfully – it can be brushing teeth, taking a shower, eating breakfast, taking a walk, or talking to a friend, etc.
- Doing it mindfully means you give 100% of your attention to doing this task.
- Sitting mindfulness practice can help us to get grounded and develop mindful concentration. You may access a guided mindfulness exercise – (Clouds in the Sky) – developed by CAAT at <https://youtu.be/JyFqi6e9ZgY>
- When you first begin to practice mindfulness, reflecting on the experience may bring joy and insight.

We invite you to take a few opportunities to practice mindfulness on your own over the coming days. You can use this worksheet to make notes about your activities. Please bring this sheet with you to the next session for group sharing.

Date	Mindfulness activity	What was the experience like? What did you notice? What insight did you gain?

Take-Away Activity 2.11.2 – CHAMP Application Worksheet

Now that you have engaged in the CHAMPs in Action training, do you notice how you observe and understand the world differently? Do you find yourself responding to challenges, or experiences that contribute to stress and suffering differently? In the following table, please record how you have applied CHAMP learning to respond to challenges.

Date	Applying CHAMP Learning	What was the experience like? What were the successes and challenges?

SESSION 3

Values, Committed Action & Collective Empowerment

Time	Chapter	Agenda/Activity	Learning Domains
		Registration & Breakfast	
15 Min	3.1	Land Acknowledgement / Reconnection / Ground rules / Check in	Being Present Values /Committed Action
25 min	3.2	Mindfulness practice: Awareness of emotions and human needs	Being Present Empathy & Compassion
20 min	3.3	Sharing of take away activities: <ul style="list-style-type: none"> • Application of CHAMP skills (10) • Mindfulness practice (10) 	Being Present Interdependence Social Equity & Social Justice Collective Empowerment
30 min	3.4	Personal & Cultural Values	Values
10 Min	Break		
50 min	3.5	Life time achievement award	Values
45 Min	3.6	Value-guided anti-stigma strategies	Equity & Social Justice Collective Empowerment
50 min	Lunch		
35 Min	3.7	Bull's Eyes	Values & Committed Action
90 Min	3.8	Bus Driver	Integrated ACE
10 Min	Break		
20 min	3.9	Take Away Activities: <ul style="list-style-type: none"> • Mindfulness practice • Application of CHAMPs Skills • Personal Values, Goals and Committed Action 	Committed Action Collective Empowerment
20 min		Check-out & Reflections & Evaluations	Being Present

Total time for each training session: 8 hours
6 hours of learning activities and 2 hours for activity transition, lunch and breaks

3.1 RECONNECTION AND HOLISTIC CHECK-IN

Learning Objectives:

- To facilitate trust, mutual respect, and group cohesion
- To support participants in getting in touch with their body, mind, emotion and spirit
- To encourage mutual empathy towards each other

Materials: Markers, Name tags, Flipchart

Time Required: 15 Minutes

Activities & Instructions

Setup:

- *Participants sit in a large circle. Facilitator welcome participants back.*
- *Co-facilitator post Ground Rules/Guiding Principles from last session for participants to refer to.*
- *Facilitators provide any announcement as needed.*

Instructions to Participants:

1. **Facilitator says**, "Welcome back. It is good to see everyone. Today, we would continue to do the "Holistic Check-In". (**Co-facilitator** circulates the 2.1 – Holistic Health framework in plastic sheet protector and collect them afterwards.)
2. **Facilitator continues**, "By holistic check-in, as shown in this diagram (*show PPT slide, or refer to handout, or flip chart drawing with the 4 quadrants for holistic check-in*) we mean that we are checking in with attention to the different aspects of ourselves: how we are feeling **Physically, Mentally, Emotionally** and **Spiritually**."
3. **Facilitator role models by saying**, " Just speaking for myself as an example, physically I am feeling energized; emotionally I am feeling excited; mentally I am alert; and spiritually I feel connected."
4. "We also want to hear from you where you are at in terms of your energy level. From a scale of 1 to 10, 1 being extremely low energy level and 10 being very high, tell us your energy level. We may ask you about your energy level at the end of each session."
5. (*After all participants have taken a turn, **facilitator** thanks the participants for sharing.*)

Key Summary Points:

- In collaborative learning it is important that we are aware of our own and others' energy levels and levels of well-being.
- We encourage everyone to be sensitive and supportive to each other and to participate in the best capacity we can.

Source:

Holistic Check-In framework from AIDS Bereavement and Resiliency Program of Ontario Training Manual, retrieved from <http://abrpo.org/>

3.2 MINDFULNESS PRACTICE: AWARENESS OF EMOTIONS AND HUMAN NEEDS

Learning Objectives:

- To promote connection and group cohesion by means of a mindfulness exercise
- To support participants in focusing on the present moment, and
- To support participants in getting in touch with compassion for self and others

Materials: A mindfulness bell, Resources 3.2.1- Feelings and Human Needs

Time Required: 25 Minutes

Activities & Instructions

Setup:

- *Participants sit in a circle; co-facilitators sit across from each other.*
- **Facilitator** invites participants to take part in a mindfulness grounding exercise by providing the instructions below in a gentle calming voice.

Instructions to Participants:

Facilitator says:

- “This morning I would like invite you to do a mindfulness exercise to bring us to the present moment and to become centred. In this mindfulness exercise, I will invite you get in touch with your feelings, emotions and your fundamental human needs, such as connection, love, respect, integrity, understanding, and so on.”
- “Sitting on your chair, find a comfortable position; keep your body relaxed and upright; sit slightly away from the back of the chair to allow your energy to flow through your body.”
- “Close your eyes gently if you feel comfortable. If you do not feel comfortable, lower your gaze and find a point in front of you and focus there.”
- “Rest your hands on your lap; keep your feet slightly apart and rest them firmly on the floor.”
- “Notice any tension in your body – take a few breaths in and let the tension go.” *(Pause 10 seconds)*
- “Breathing in, notice the sensation at your nostrils and in the small area above your upper lips, breathing out, notice the sensation in the same area.” *(Pause 15 seconds)*
- “Breathing in, notice the slightly cool air that enters you; breathing out, notice the slightly moist warm air that passes through your nostrils.” *(Pause 15 seconds)*
- “Breathing in, and breathing out – effortlessly – notice the sensation of your belly as you breathe in and out.” *(Pause 30 seconds)*
- “Now if you are willing, I invite you to recall a moment in the past when your interaction with someone ended in feelings of frustration, hurt, or sadness. Complete the thought – *I felt so mad, or so hurt when (. . .)* recall what happened (pause 15 seconds). Repeat this thought a few times, and as you repeat this thought pay attention to your bodily sensation – what do you feel physically, and where in the body do you feel it?” *(Pause 15 seconds)*
- “Now I would like to guide you to connect this hurtful feeling to your fundamental human needs... such as love, respect, fairness, connection, inclusion or what you were needing... What fundamental needs were not met when you felt frustrated or hurt? (Pause 15 seconds.) What values were behind these feelings?” *(Pause 20 seconds)*

Continued on the next page

- “As you connect this hurtful feeling to your fundamental human needs and values, how does your body feel physically? (Pause 15 second) How has the intensity and bodily sensation changed?” (Pause 15 second)
- “Now take a moment to focus on your breathing. Breathing in, you are aware that you are breathing in. Breathing out, let the tension in your body go.” (Pause 15 seconds)
- “Now if you are willing, I invite you to recall a moment in the past when your interaction with someone ended in feelings of joy, happiness, and fulfillment. Complete the thought – *I felt so joyful or fulfilled when (. . .)* recall what happened (pause 15 seconds). Repeat this thought a few times, and as you repeat this thought pay attention to your bodily sensation – what do you feel, and where in the body do you feel it? (Pause 15 seconds) And what fundamental human needs and values have been met when you feel this way?” (Pause 20 seconds)
- “Now, see if you can allow yourself to get in touch with your values. What is important to you about being here in this room? What does it mean to you about becoming an HIV champion, or a social justice advocate? (Pause 1 minute)
- “Breathing in – you are aware of the present moment; breathing out - you feel grounded.” (Pause 10 seconds.)
- “Now bring your focus back to this room (pause 10 seconds); to the sounds (pause 10 seconds); to the awareness of sitting in a circle with others in this room (pause 10 seconds) and that each of us is bringing with us our personal values, while sharing some collective values and goals.” (pause 10 seconds)
- “As in every sphere of your life, you are not on your own in isolation. See if you can get in contact with the part of yourself that is also inherently connected with others – your interdependent self. (Pause 10 seconds) When you feel ready, at the sound of the bell, slowly open your eyes.”

Debriefing Notes for Facilitators:

Facilitator spends 5-10 minutes exploring with participants their experience in doing this exercise, and asks,

- “What was it like for you in doing this exercise?”
- “What types of bodily sensation did you feel when you recall the hurtful feelings?”
- “What types of bodily sensation did you feel when you recall the joyful feelings?”
- “What insights have you gained about feelings and fundamental human needs?”
- “Did your bodily sensations change when you moved from focusing on your feelings to focusing on your fundamental human needs?”

(**Facilitator** gives out Handouts 3.2.1 on feelings and human needs.)

Key Summary Points:

- Developing awareness of our bodily responses to our feeling and emotions is an important mindfulness practice. It helps us in becoming more aware of our habitual responses to stress or conflicts.
- By connecting our feelings to our fundamental human needs, we are better able to develop compassion for others and ourselves.

Source:

CHAMPS-In-Action Training Manual, CAAT©2019
Inspired by Dr. Marshall Rosenberg; Center for Nonviolent Communication -- Website: www.cnvc.org Email: cnvc@cnvc.org Phone: +1.505-244-4041

Handout 3.2.1 – Feelings and Human Needs

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The following list of needs is neither exhaustive nor definitive. It is meant as a starting place to support anyone who wishes to engage in a process of deepening self-discovery and to facilitate greater understanding and connection between people.

Human Needs			
CONNECTION acceptance love affection mutuality appreciation nurturing belonging respect/self-respect cooperation safety communication security closeness stability community support companionship to know and be compassion known consideration to see and be seen consistency to understand and empathy be understood inclusion trust intimacy warmth	PLAY joy humour		MEANING awareness growth celebration of life hope challenge learning clarity mourning competence participation consciousness purpose contribution self-expression creativity stimulation discovery to matter efficacy understanding effectiveness
	PHYSICAL WELL-BEING air food movement/exercise rest/sleep sexual expression safety shelter touch water		
	HONESTY authenticity integrity presence		PEACE beauty communion ease equality harmony inspiration order

Feelings When Our Needs Are Satisfied					
AFFECTIONATE compassionate friendly loving open hearted sympathetic tender warm	EXCITED amazed animated ardent aroused astonished dazzled eager energetic enthusiastic giddy invigorated lively passionate surprised vibrant	ENGAGED alert curious engrossed enchanted entranced fascinated interested intrigued involved spellbound stimulated	EXHILARATED blissful ecstatic elated enthralled exuberant radiant rapturous thrilled	PEACEFUL calm clear headed comfortable centered content equanimous fulfilled mellow quiet relaxed relieved satisfied serene still tranquil trusting	GRATEFUL appreciative moved thankful touched
					CONFIDENT empowered open proud safe secure
			REFRESHED enlivened rejuvenated renewed rested restored revived		

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The following list of needs is neither exhaustive nor definitive. It is meant as a starting place to support anyone who wishes to engage in a process of deepening self-discovery and to facilitate greater understanding and connection

Feelings When Our Needs Are Not Satisfied					
AFRAID apprehensive dread foreboding frightened mistrustful panicked petrified scared suspicious terrified wary worried	AVERSION animosity appalled contempt disgusted dislike hate horrified hostile repulsed	DISQUIET agitated alarmed discombobulated disconcerted disturbed perturbed rattled restless shocked startled surprised troubled turbulent turmoil uncomfortable uneasy unnerved unsettled upset	FATIGUE beat burnt out depleted exhausted lethargic listless sleepy tired weary worn out	PAIN cagony anguished bereaved devastated grief heartbroken hurt lonely miserable regretful remorseful	VULNERABLE fragile guarded helpless insecure leery reserved sensitive shaky
ANNOYED aggravated dismayed disgruntled displeased exasperated frustrated impatient irritated irked	DISCONNECTED alienated aloof apathetic bored cold detached distant distracted indifferent numb removed uninterested withdrawn		EMBARRASSED ashamed chagrined flustered guilty mortified self-conscious	TENSE anxious cranky distressed distraught edgy fidgety frazzled irritable jittery nervous overwhelmed restless stressed out	YEARNING envious jealous longing nostalgic pining wistful
ANNOYED enraged furious incensed indignant irate livid outraged resentful		CONFUSED ambivalent baffled bewildered dazed hesitant lost mystified perplexed puzzled torn	SAD depressed dejected despair despondent disappointed discouraged disheartened forlorn gloomy heavy hearted hopeless melancholy unhappy wretched		YEARNING envious jealous longing nostalgic pining wistful

3.3 SHARING OF TAKE-AWAY ACTIVITIES – APPLYING CHAMP SKILLS AND PRACTICING MINDFULNESS

Learning Objectives:

- To engage in collaborative learning through sharing of insights gained through the take away activities
- To demonstrate committed action in applying ACE strategies in everyday living

Materials: In-session Handout 1.5.2 - Diagrams of ACE in sheet protector (to be distributed at the beginning of each session and collected at the end of each session)
Big diagram of ACE diagram or ppt slide of it
Take-Away Activities completed and brought back by participants

Time Required: 50 Minutes

Activities & Instructions

Part A: Sharing Of Mindfulness Practice (10 minutes)

Instructions to Participants:

Facilitator says:

- “Now we will move to the sharing of mindfulness practice. For the next 10 minutes, we will invite you to share your experience in practicing mindfulness.
- “To keeping us all on time, again we invite you to keep your sharing to one minute or less. We will invite perhaps 5 people to share. If you have not share anything about your mindfulness practice at the last session, we hope you will be generous and share your experience today. Who would like to start?”
- *(Facilitator encourages quiet participants to share. Since there was sharing on this activity in the previous session, it is sufficient to get 4-5 participants to share and to ensure activities are on time.)*
- *(Co-facilitator keeps time – maximum two minutes per participants.)*

Notes to Facilitators:

- Highlight how practicing mindfulness is possible in our everyday activities, i.e., mindfulness does not require us to always stop and be still; it is about being aware of what is happening in the present moment and taking stock of how each of our senses are involved in that present moment).
- Provide your own examples of mindfulness, such as washing dishes and mindful walking.
- Acknowledge the challenges that some participants may bring up during this sharing
 - » The contradiction between mindfulness and the fast-paced and goal-oriented driven nature of our society
 - » Solution: incorporating mindfulness in our everyday active lives
- Connect, where possible, examples provided to collective strategies
 - » For example, turning what everyone in the group has written up about her/his/their mindfulness practice into a collection of mindfulness strategies and share them with each other.

Continued on the next page

Key Summary Points:

- Mindfulness is not only valuable to ourselves, but is also valuable to those that we work with in the community.
- When our peers, clients or colleagues are overwhelmed with challenges and demands, we can support them by sharing mindfulness strategies with them.
- The present moment is always available to everyone and sharing mindfulness practice strategies will support our collective empowerment.

Part B: Sharing Of Application of Champ Skills – Getting Unstuck (10 minutes)

Setup:

Display the ACE model diagram.

Instructions to Participants:

Facilitator says:

- **Facilitator says**, “Thank you for sharing. Now we will move on to the next takeaway activity – Sharing of CHAMP skills application. You may bring out your take away worksheet and we will begin sharing. We will invite a few people to share.”
(consider inviting about 5-7 people to share depending on time available)
- “One of the things we shared insights with last session was becoming awareness of when we got stuck. Remember? Since then, based on the training we went through last weekend and what you have gotten to know about ACE, the take-away activity for last session was for you to capture some of your experiences when you have had a chance to use what you’ve learnt from CHAMP. Have you noticed that there has been times when you observe and understand the world differently? Have you found yourself responding to challenges, or experiences that contribute to stress and suffering differently?”
- “We invite you to share your insights and experiences in applying the CHAMP or ACE model, and please keep to one minute or less.”
- (**Facilitator** encourages participants who are quiet to share.)

Notes to Facilitators:

- Invite participants who have not shared their take-away activity experiences so far to share first.
- Remind participants that these take home activities are not about finding solutions; they are about developing an awareness of our autopilot habits or fusion with thoughts and rules that get us stuck.
- Draw from participants’ sharing how personal and societal factors shape our psychological rigidity or flexibility.
- Some examples:
 - » I don’t date because I don’t want to break up later (**avoidance**)
 - » If I got along with my brother, I would have made it to the football team (**thinking about the past/future**)
 - » I am too shy (**attachment to ideas/thoughts about self**)
 - » At least I have a job, I should not complain about all the night shifts I have to do. (**cognitive fusion**)
- Whenever possible, connect the examples of sharing back to the ACE diagram

Key Summary Points:

- Sharing our insights and experiences is the key to collaborative learning and collective empowerment.
- Encourage participants to continue to keep track of their take-away activities and share with each other.

3.4 PERSONAL AND CULTURAL VALUES

Learning Objectives:

- To facilitate participants' reflection on their own socio-cultural and collective values from family, communities, and society
- To facilitate participants' reflection on their own personal values
- To promote awareness of the influence of socio-cultural context on personal values and the potential for conscious choice in one's values

Materials: Worksheet 3.4.1 - List of Examples of Full Living Values, pens

Time Required: 30 Minutes

Activities & Instructions

Instructions to Participants:

- **Facilitator** describes the overall purpose of the exercise by saying, "As we discussed in the last two sessions, we each have our own set of values that guide us through our lives. In this exercise, we will explore our cultural and personal values and their relationship to one another."
- "This is a short exercise that is followed by another fun exercise. Values refer to what really matters to us; they guide our direction in life — in what we do, in what we appreciate, and what we wish to pursue."
- "Although our goals and achievements may be guided by our values, they are not really our values. For example, I obtain a certificate from the Art College; the certificate is not my value. My value is creative expression."
- (One **facilitator** hands out the list of sample words for values (Worksheet 3.4.1: List Of Examples of Full Living Values) and reads the instructions on the handout.)
- (Invite the participants to work on their own for about 5 minutes. Remind participants that they are free to add to the list any particular value that is important to them but is missing.)
- Some participants may have a hard time choosing 3 values. **Remind them by saying,** "We may choose different values for different situations and contexts. For exercise, just choose the ones that are relevant to you now."
- (After 5 minutes, **facilitator** debriefs the activity.)

Debriefing Questions:

Invite participants to share their values and their reflections on them:

- “Would anyone like to share their cultural and personal values?”
- “Do you notice any relationship between the two sets of values?”
- “In what way are your cultural values helpful? In what way have you found them problematic?”

Key Summary Points:

Summarize all the reflections shared about this exercise. Noting that:

- Some of our personal values may be identical to our cultural values; some may have “evolved” or adapted from our cultural values; some may have no relationship with our cultural values; and some may be in conflict with or opposite to our cultural values;
- The relationships between our cultural and personal values may increase synergy or pose tension for us depending on whether they are aligned or not;
- However, ultimately, it is important to note that we have the autonomy and freedom to choose our own values.

In the next activity, we will further explore how our values can guide our goals and actions.

Source:

1. A non-exhaustive list based on various values lists, including those commonly ascribed to major cultural or religious values.
2. <http://www.barriedavenport.com/list-of-400-values/>
3. <https://sites.google.com/site/welcometoindianculture/home/ethnicity/indian-values-and-beliefs>
4. <http://en.wikipedia.org/wiki/Taoism>
5. <http://en.wikipedia.org/wiki/Confucianism>
6. <http://en.wikipedia.org/wiki/Buddhism>
7. [http://en.wikisource.org/wiki/Catholic_Encyclopedia_\(1913\)/Cardinal_Virtues](http://en.wikisource.org/wiki/Catholic_Encyclopedia_(1913)/Cardinal_Virtues)
8. Cheung F. M., Cheung, S. F., Wada, S., Zhang, J. (2003). Indigenous measures of personality assessment in Asian countries: A review. *Psychological Assessment*, 15(3):280–9.
9. Fung, K. P. (2003). Study of Alexithymia in Chinese Canadians. Master’s thesis. Toronto: University of Toronto.

Worksheet 3.4.1 – List of Examples of Full Living Values

1. Please circle the top 3 Cultural Values that most reflect your up-bringing and your socio-cultural values from your family, community, and society, and write “CV” beside them.
2. Please circle the top 3 Personal Values of your own choice, which may or may not be the same as above, and write “PV” beside them. If there are important values that are not listed, please feel free to add them to the list.

Acceptance	Dependability	Humility	Participation
Advocacy	Determination	Humour	Patience
Altruism	Dignity Diligence	Inclusion	Peace
Assertiveness	Discipline	Independence	Perceptiveness
Authenticity	Diversity	Industry	Practicality
Autonomy	Efficiency	Ingenuity	Preparedness
Awareness	Empathy	Inspiration	Presence
Balance	Enthusiasm	Integrity	Productivity
Benevolence	Equality	Interdependence	Prudence
Calmness	Excellence	Intimacy	Purity
Caring	Expressiveness	Joy	Purpose
Charity	Fairness	Justice	Reasonableness
Choice	Faithfulness	Kindness	Reflection
Closeness	Family	Knowledge	Resilience
Collectivism	Filial Piety	Leadership	Respect
Compassion	Flexibility	Learning	Sacrifice
Competence	Forbearance	Logic	Security
Conformity	Fortitude	Loving	Self-control
Connectedness	Freedom	Loyalty	Sincerity
Conscientious	Friendliness	Mastery	Spirituality
Consideration	Generosity	Meticulousness	Stability
Consistency	Gratitude	Mindfulness	Strength
Contribution	Growth	Moderation	Tolerance
Cooperation	Harmony	Motivation	Trust
Courage	Helpfulness	Mutuality	Truthfulness
Creativity	Honesty	Naturalness	Understanding
Curiosity	Honour	Nurturing	Virtue
Dedication	Hopefulness	Openness	Vision
Deference	Humaneness	Order	Vitality
			Wisdom

3.5 LIFETIME ACHIEVEMENT AWARD PARTY

Learning Objectives:

- To support participants in gaining a clear understanding of their values
- To support participants in developing a sense of continuity of values throughout their lives
- To promote awareness of the relationships between value, goal and action among participants

Materials: Blank paper and pens, flipchart paper, markers, masking tape
Worksheet 3.5.1 - My Lifetime Achievement Award Party

Time Required: 50 Minutes

Activities & Instructions

Set-up:

- **Facilitator** writes the following two sets of questions on two separate flip chart pages. To be used as summary after giving out the instructions.
- **Set 1:**
WHO: the IDEAL person to speak about you.
 - What would you most want people to say about you in terms of:
 - » **YOUR VALUES:** What you stood for or cared about throughout your life?
 - » **YOUR ACTIONS:** What paths or actions you have taken in your life?"
- **Set 2:**
WHO: the person MOST IMPORTANT to you.
 - "What would you be most afraid that your loved ones thought about you in terms of:
 - » **YOUR VALUES:** What you stood for or cared about throughout your life?
 - » **YOUR ACTIONS AND NON-ACTIONS:** What actions or paths you have take or not taken in your life based on what you stood for?"
- **Facilitator** write out on a third flip chart a list of key summary points (see instructions below) and use them at the end of debriefing.

Instructions to Participants:

- (**Facilitators** provide participants with Worksheet 3.5.1 — My Lifetime Achievement Award Party.)
- **Facilitator says,** "The following exercise is a tool that helps us examine your own values. This is about what is most important to you in your life – what you stand for or care passionately about."
- "In this exercise, we invite you to imagine that this is your lifetime achievement award. Imagine that your life has unfolded perfectly as you wished. Your friends and family have organized a lifetime achievement party for you, and some of your family members, friends, coworkers, or perhaps even other people in the community have prepared to make speeches about you."

Continued on the next page

- “Now we would like you to take 5 minutes to work independently to complete **Part 1** of the worksheet. This is for your own reflection only and you don’t have to share any parts you do not want to share with the rest of the group later. Write down **ideally** who might be making a speech about you, and what you would like them to say about you in terms of:
 - Your values, or what you stood for or cared about throughout your career?
 - Your actions or non-actions, that is, what actions or paths you took in life based on what you stood fo?
- (**Co-facilitator** posts the flip chart with the above questions pre-written on it.)
- (**Co-facilitator** keeps time for 5 minutes and let the participants know when the time is up.)
- **Facilitator continues**, “This second part is about how your values and your actions may not align or match in the eyes of your loved ones, or someone very important to you.
- **Then Facilitator continues**, “Now suppose you have been given some magical power and you could read everyone’s mind at your the party but they are not aware that you have this super mind-reading power, what would you be **most afraid** that **your loved ones or someone very important to you** thought about you in terms of:”
 - Your values or what you stood for or cared about throughout your career?”
 - Your actions, or non actions, what paths or actions you have taken or not taken in life based on what you stood for?
- Please take 5 minutes to complete **Part 2**”
- (*Co-facilitator posts the flip chart with these questions.*)
- (*Participants take 3-5 minutes to write down their thoughts.*)
- (*Facilitator debriefs the exercise with the following questions.*)

Debriefing Questions:

Facilitator debriefs the exercise by inviting participants to share:

- “What have you learned about your values and your actions in doing this exercise?”
- “Which aspects of your life did this exercise motivate you to pay more attention to?”

Key Summary Points:

Facilitator write these up on a flip chart page to enhance learning

1. Values are our chosen directions in life:

- Values guide our action
- Values are something that continually gives us direction, but not something to be achieved
- Values are ongoing, i.e. they are never completed

2. Values are different from goals:

- Values help us to set goals
- Values motivate us to engage in committed action
- When we go off course, values redirect us towards our goals

3. Values helps us remain flexible:

- Values are directions and not rigid rules
- We can use different value-consistent strategies to achieve the same goals
- Being clear about our values enables us to see possibilities and alternatives

4. **Fusion** to societal labels and **Avoidance** of unpleasant thoughts and feelings often pose barriers for us to take action according to our values. **Defusion** and **Acceptance** may be helpful strategies to help us address these barriers so that we can focus on what is truly important to us.

Notes to Facilitators:

- An example of values as chosen direction – if values are chosen directions, we can imagine travelling towards the east and no matter how far we walk and drive, we will always be going east... there is no end point.
- An example of values are different than goals – one can have a goal of becoming a vegetarian; the values behind being a vegetarian may be: being kind to all animals, reduce impact on the environmental, or supporting vegetarian industry, etc.
- An example of values help us remain flexible – when we know our valued direction, when we encounter a roadblock, we can find an alternative route that is consistent with our true values, and we will still be able to achieve our goals.

Worksheet 3.5.1 – My Lifetime Achievement Award Party

Purpose:

This exercise helps you to examine your own values, or what is most important to you in your life – what you stand for or care passionately about.

Instructions:

Part 1:

Imagine this is your Lifetime Achievement Award party... Imagine that your life has unfolded perfectly as you wished. Your friends and family have organized a party for you, and some of your family members, friends, coworkers, or perhaps even other people in the community have prepared to make speeches about you. Now take a few minutes to write down:

Ideally, who might make a speech? (Someone who is important to me.)	What I would like them to say about me in terms of:	
	What I stood for and cared about throughout my life? (VALUES)	What actions or paths have taken in life? (ACTIONS or NON-ACTIONS)

Part 2:

Suppose you could read everyone's mind at the party but they are not aware that you have this super mind-reading power. What would you be most afraid that your loved ones thought about you in terms of the following::

Loved ones or people important to me	What I would be most afraid that they thought about me in terms of:	
	What I stood for and cared about throughout my life? (VALUES)	What paths or actions I have taken in life? (ACTIONS or NON-ACTIONS)

Reflection:

- What have you learned about your values and your actions in doing this exercise?
- Which aspects of your life did this exercise motivate you to pay more attention to?"

3.6 VALUE-GUIDED ANTI-STIGMA STRATEGIES

Learning Objectives:

- To facilitate participants' reflection on lived challenges and personal values
- To promote awareness of participants' pre-existing resilience, resources and strategies in dealing with stigma and discrimination
- To promote awareness of the connection between individual/communal/cultural values and the strategies one uses to face challenges

Materials: Worksheet 3.6.1 – Value-guided strategies to address stigma and discrimination.

Time Required: 45 Minutes

Activities & Instructions

Instructions to Participants:

- **Facilitator #1 says:**
- “The following exercise is connected with previous exercises about values (the Lifetime Achievement Award party and Cultural and Personal Values).
- Just as our personal and community values help us navigate through life, they also guide our strategies when dealing with challenges—individually, communally and in the larger society.
- In this exercise, we will revisit our values and explore the various strategies we use in our personal lives and within the community, and how these strategies and values can be used to deal with the challenges associated with HIV-stigma.”

(Facilitator #2 to hand out Worksheet 3.6.1)

1. Individual Work (10 minutes)

Facilitator #1 Continues:

- “For this exercise, we would like you to start by first working individually for about 8-10 minutes.”
- “You now have a copy of the value-guided strategy worksheet. Please take the time to complete this worksheet.”
- “On page one, for the top column, think of one experience in your personal life where you have dealt with stigma and discrimination or social injustice in an area other than HIV. (for example, homophobia, sexism, racism or any of the isms). Think of how you have dealt with it, and what were the values that guided you to take that action.”
- “For the bottom part of the worksheet, think about a non-HIV related challenge that your community faces, and an action/strategy that was used to address that challenge. Then think about what were the values that drove your community to take that action. You can choose any community you identify with (your racial community, your faith community, LGBT community, or even a specific workplace or community organization etc.). You do not have to be directly involved in the strategy to describe it.”
- “After you have completed section 1, continue to section 2. Think about a challenge related to HIV and/or HIV related stigma and discrimination that affect your community. Think about one strategy that your community has used to address that challenge, and what values guided this strategy.”
- “One thing to remember is that, you do not have to choose only strategies that you consider to be very successful to include them. It is important to just recognize whatever difference these strategies may have contributed to reducing stigma or improving the situation.”

Continued on the next page

(Facilitators: While participants are working; set up 3 flip chart pages each with 3 columns. One page for personal non-HIV challenges & strategies; one page for community level non-HIV challenges and strategies; and one page for HIV related challenges & strategies.)

2. Large group: Debriefing (30 min)

Facilitator #1 Continues:

- “Now let us go around and share our challenges, values and strategies.
- Given the time, to ensure we have a chance to share the air with everyone, please try to share your stories in 2 minutes or less.
- We have set up the flip charts to help capture or summarize your sharing in 3 columns: the challenge, the strategy and the values that guided the strategies for each of the 3 things we asked you to reflect one.
- Please follow the order of the worksheet in sharing your stories. Let’s start with the personal level non-HIV challenge and strategies; then the community level non-HIV challenge and strategies, and then finally HIV specific challenges & strategies. Is that clear for everyone?
- By the end of the exercise, we will have identified some key values that empower our action and also individual and collective strategies that we can use to challenge stigma and injustices.”
- **(Facilitator #1 to moderate the reporting and Facilitator #2 to flipchart key words on the sharing onto the flipcharts as described above.)**
- *(After participants have shared their reflections, facilitator #1 begins the debriefing part of the exercise by asking the following debriefing questions.)*

Debriefing Questions:

- “What are some of the common values that drive our actions against various types of stigma and injustice?”
(Facilitator to invite some popcorn responses and summarize)
- “What lessons can we learn from our own or other community’s efforts against stigma and injustices that we can use in dealing with challenges in our own lives?”
(Facilitator to invite some popcorn responses from participants and then summarize)
- “In this exercise, we have gathered some individual and community strategies in dealing with non-HIV issues. Which of these strategies do we think we can learn from and use to challenge HIV related stigma and discrimination?”
(Facilitator to invite some popcorn responses from participants and then summarize)

Key Summary Points:

- We already possess strategies and strengths that promote and sustain our resilience.
- Clear values are powerful driving forces in informing and motivating a principled response in dealing with challenges and injustices.
- Shared values and principles are critical in mobilizing collective responses against stigma and injustice.
- Our individual challenges are often linked to wider systemic and social injustices. Our individual well-being is connected to and dependent on the overall wellness of our communities and society.
- There are also links between the various forms of stigma and discrimination. Many of the strategies we use in dealing with one form of social injustice may be transferable to others.

Source:

CHAMPs-In-Action Training Manual, CAAT©2019
Li, A. T., & Wong, J. P. (2011). SJCBC protocols for CHAMP Study. Toronto, ON: Community Alliance for Accessible Treatment.

Worksheet 3.6.1 – Value-Guided Strategies in Dealing with Stigma and Discrimination Exercise

Think of one experience in your personal life where you have dealt with stigma, discrimination, or social injustice in an area other than HIV. How did your personal values guided you in addressing this?

Challenge:	How did I deal with it?	What personal values guided these strategies?

Think of a non-HIV-related injustice that your community faced, and an action taken to address it. How did your community’s cultural values help to address it? (Can be local or global.)?

Challenge:	How has our community dealt with it?	What cultural, community values guided these strategies?

How have our community’s values helped deal with HIV-related stigma and discrimination?

Challenge:	How has our community dealt with it?	What cultural, community values guided these strategies?

What lessons /strategies have we learned from these experiences that can inform our work in addressing HIV stigma here and now?

3.7 BULL'S EYE EXERCISE

Learning Objectives:

- To engage participants in exploring their values in multiple life domains
- To engage participants in reflecting on how their current actions align with their values in multiple life domains

Materials:

Flip chart and masking tape, Water-based colour markers
Worksheet 3.7.1: Bull's Eye: Valued Living Chart
Handout 3.7.2: Values, Goals, and Life Areas
Pre-draw the Bull's Eye diagram on a flip chart page

Time Required: 30 Minutes

Activities & Instructions

Set Up:

- One facilitator uses a marker to draw 5 concentric circles on a flip chart to make a bull's eye. Divide this into quadrants. Label each quadrant: Self-care, Family, Work, Friends, and Social advocacy (as in Worksheet 3.7.1).
- Participants sit in a horseshoe shape. The facilitators are in front with a blank flip chart.
- Participants will do work on their own at first. Then, some participants will volunteer to come up to interact with the facilitators and use the Bulls Eye diagram on the flip-chart to share their work.

Instructions to Participants:

1. Introduction (5 minute)

Describe the overall **purpose** of the exercise.

- "As we discussed, we all have our own set of values that are really important to us and give our lives a sense of direction and meaning. In this exercise, we will explore our values in our various life domains and how our actions have been aligned with our values."
- (Remind participants of previous exercises about values.)

2. Have participants reflect on their current behaviours and values (5 minute)

(Ask participants to think about their current behaviours in these six domains and whether they are consistent with their values; they can record them on the handout.)

- "We have many different areas of our lives. Let's begin with these six major areas of our lives."
- "In each of these quadrants, place an 'X' on where you think you're at when you look back at the kinds of things you're doing or not doing with respect to your values. **How satisfied are you with your own actions if you use your own values as a yardstick to measure?** In other words, based on what you value and identify as important to you, are you satisfied with the efforts or action you have put into this area of your life? **How aligned have your own actions been with your values?** It is very important to note that **we are only looking at your efforts and action, not the outcome of your action**, not whether you are successful in achieving your goal in each of these areas."
- "If your actions have been consistent and aligned with your values, then you will mark your 'X' in the centre, the Bull's eye; if your actions are very different than what you value, then you will mark your 'X' in the outer circles. For example, you value self-care and you are not taking time to relax, not eating nutritious food, not getting enough sleep, and never going for a check-up, etc., you may find that your actions or efforts are not that consistent with what you value. In this case, you will put an 'X' pretty far away from the centre, like out here. " (Indicate spot on flip chart.)

- **Facilitator** gives participants the worksheet and explains the instructions on the worksheet. Check to see if they have questions. Facilitator invites 1 or 2 participants to respond to hypothetical scenarios to check if you actually understood the instructions correctly.
- “If family relationship is important to you and you have not spent much time or energy to be with your family, then where would you mark your X in this area?” (answer should be outer circles)
- “Now, if family is not of importance to you and you spend very little time or energy with your family, then where would you mark your 'X'? (answer should be Bull's eye)”

Facilitator Tip:

It may be useful to explain and summarize the instructions in a table as follows:

Values	Action/Effort	Location of the X
High	High	Bull's eye
Low	Low	Bull's eye
High	Low	Outer circles
Low	High	Outer circles

- Facilitator explains, “You have 5 minutes to complete this worksheet. We will invite you to share when everyone finishes;” (Facilitator keeps time)

3. Invite participants to share their Bull's Eye results (15 minute)

- (Invite all participants to come up to the front and use a coloured marker to put an 'X' or a mark in each of the quadrants. Use a different colour (or symbols such as different shapes or initials) for each volunteer.)
- (if after everyone has marked where they are at in the Bull's Eye chart, invite 6-8 participants from among the group who are willing to come up to the front and share.)
- **Facilitator says,** “Can you please come up and share with us why you place your “X”s at the specific spots.”
- (After 6-8 participants have finished sharing, thank everyone and engage all participants in debriefing.)

Notes to Facilitators:

- Sometimes participants may put an 'X' far out because they focus on external factors – e.g. reactions of others, limitations of illness, societal forces, etc. Direct them to focus on their own efforts and actions – i.e. what they can control.
- Some participants may focus on what they perceive as competing priorities of values (e.g., *my children are important, and my son still has struggles with mental illness, I can't address my problems in my marriage and I have no time to fight for any social causes...*) In this case, explore with the participant whether it may be possible to pursue more than one of these values and whether they may not be mutually exclusive.

Debriefing Questions: (10 minutes)

- "What was doing this exercise is like for you?"
- "Were there any surprises?"

Key Summary Points:

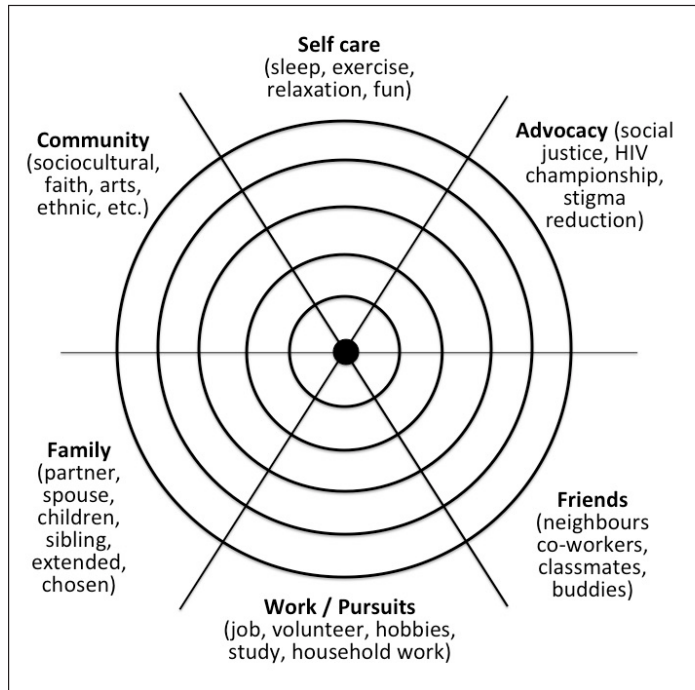
- The Bull's Eye is a tool that we can use to track our own progress in terms of acting based on our values. It helps us to determine which areas of our life we may want to put efforts into.
- Participants may use the Bull's Eye to reflect on their other life domains (e.g., domains in Handout 3.7.2).
- Remind participants that values are not something to attain like a goal – but a direction that guides the goals we set and our path of behaviours we want to pursue; when one route is blocked, we can always be flexible and detour around our barriers as we endeavour to move our 'X's towards the centre.
- It is important to note that while the outcomes in each of the areas are dependent on different factors some of which are beyond our control, what efforts we put in or what actions we take are within our control, and they are our decisions and responsibilities.

Source:

Worksheet 3.7.1 – Bull’s Eye: Valued Living

Are you doing what is important to you? **When our values and our actions are consistent and aligned, we will be in the centre of the bull’s eye.** Please rate the consistency of your current actions with respect to your own values in the following four areas of life by putting an “X” in each quadrant (i.e., high value/high efforts=centre; high value/low efforts=outside; low value/low efforts=centre; low value/high efforts=outside)

Bull’s Eye Diagram



For example:

- Mary values an active lifestyle AND regularly exercises. Even though she is dying of cancer, she puts an “X” in the centre of the self-care quadrant because she is quite satisfied with her actions being in line with her values.
- Johnny is physically healthy. He values an active lifestyle too, but he doesn’t exercise anymore. He marks an “X” in one of the outer circles, because he is not currently doing what he values as important and is not satisfied with his actions.
- Tom doesn’t value having an active lifestyle and so he never exercises. He takes care of himself in other ways by eating and sleeping well. He puts an “X” in self-care in the centre because he is doing what is important to him.
- Susan values a close relationship with her father, and visits him weekly at a nursing home. He has dementia and yells at her every time she visits. She puts an “X” in the centre of family because she is satisfied with her actions.

Explain why you put the “X”s where they are (e.g. what supports you or what gets in your way):

Self-care:

Work:

Advocacy:

Family:

Friends:

Community:

Handout 3.7.2 - Values, Goals, and Life Areas

1. Friendships/social life. What sort of qualities would you like to bring to your friendships? If you could be the best friend possible, how would you behave towards your friends? What sort of friendships would you like to build?

2. Career/employment. What do you value in your work? What would make it more meaningful? What kind of worker would you like to be? If you were living up to your own ideal standards, what personal qualities would you like to bring to your work? What sort of work relations would you like to build?

3. Marriage/couples/intimate relations. What sort of partner would you like to be in an intimate relationship whether or not you are in a relationship now? What personal qualities would you like to develop? What sort of relationship would you like to build? How would you interact with your partner if you were the “ideal you” in this relationship?

4. Education/personal growth and development. What do you value about learning, education, training, or personal growth? What new skills would you like to learn? What knowledge would you like to gain? What further education appeals to you? What sort of student would you like to be? What personal qualities would you like to apply?

5. Recreation/fun/leisure. What sorts of hobbies, sports, or leisure activities do you enjoy? How do you relax and unwind? How do you have fun? What sorts of activities would you like to do?

6. Family relations. What sort of brother/sister, son/daughter, uncle/aunt do you want to be? What personal qualities would you like to bring to those relationships? What sort of relationships would you like to build? How would you interact with others if you were the ideal you in these relationships?

7. Citizenship/environment/ community life. What type of neighbour would you like to be? How would you like to contribute to your community or environment, e.g. through volunteering, or recycling, or supporting a group/ charity/ political party?

8. Spirituality. Whatever spirituality means to you is fine. It may be as simple as communing with nature, or as formal as participation in an organized religious group. What is important to you in this area of life?

9. Parenting. What sort of parent would you like to be? What sort of qualities would you like to have? What sort of relationships would you like to build with your children? How would you behave if you were the “ideal you”?

10. Health/physical well-being. What are your values related to maintaining your physical well-being? How do you want to look after your health, with regard to sleep, diet, exercise, smoking, alcohol, etc? Why is this important?

3.8 THE BUS DRIVER

Learning Objectives:

- To facilitate exposure to thoughts and feelings (including reasons, stories, stigmatizing thoughts, judgments, assumptions, etc.) that act as barriers to engaging people in challenging stigma and injustice, and taking actions in accordance to their values.
- To weaken the power of unpleasant feelings and literal thoughts through Defusion and Acceptance
- To evoke and reinforce commitment to HIV stigma reduction and health promotion in the service of values related to compassion, social justice, and equity

Materials: Flip chart on a stand

A pre-drawn Bull's Eye Diagram 3.7.1 on a flipchart page

Water-based markers and masking tape

Time Required: 60 Minutes

Activities & Instructions

Brief Description of the Bus Driver Exercise:

Using role-play to act out the bus driver metaphor, this exercise taps into all six ACT processes to illustrate the potential negative impact of internal thoughts or feelings in thwarting valued living and the ACT response to counter it.

The facilitator solicits a volunteer from the group to role-play the Bus Driver (BD). The BD will be invited to come up to the front, put the X's on the Bull's Eye on a large flip-chart, and discuss one particular life domain that the BD would like to change.

The facilitator helps the BD to identify the values in that particular life domain, the action that the BD would like to be able to do, and the five to six internal barriers (i.e., negative thoughts) preventing it.

Then, other volunteers will be solicited to role-play the bus Passengers (PGs), with each PG representing one internal barrier. The PGs will be invited to the front to join the BD for the role-play. The BD will initially be facing the Bulls Eye, pretending to be driving the bus.

The PGs will be lining up to get on the bus. One by one, as each PG get on the imaginary bus, the PG will come face to face with the BD, telling BD all the reasons why the BD cannot succeed, and form a single line behind the BD in boarding the bus.

The facilitator will gently turn the BD after each encounter (if needed) so that by the time all the PGs have boarded the bus, the BD will be facing away from the Bull's Eye, with the PGs in single file behind the BD.

After brief debriefing, the role-play is conducted again, this time with the BD coached to welcome each PG on to the bus while remaining facing the bulls eye.

When this second round is completed, the PGs return to their seats. The facilitator sits down with the BD in front to debrief the experience and formulate a committed action together.

Finally, the exercise will be debriefed with the PGs and the whole group. The exercise illustrates the use of **defusion** and **acceptance** in the **present moment** in the face of negative thoughts and feelings, which facilitates the BD, as the '**self-as-context**', to persist with **committed action**, steering in the direction as guided by **values**.

Continued on the next page

Instructions to Participants:

Introduction – Facilitator says, “As we try to pursue our value-guided goals, we often encounter obstacles. This exercise is called the ‘Bus Driver Exercise.’ It helps us explore what it is like to face challenges and barriers that get in the way when we try to do important and meaningful things in our lives and how we can commit to our values through our actions. We will act out a little story with your help, and so, we will need some volunteers for the role-play.”

Part 1: Preparing the Bus Driver:

2. Identify a suitable volunteer to role-play as the “Bus Driver” (BD), ideally someone who is open, articulate, and self-reflective, and has marked at least one area in life that is in the outer circles of the Bull’s eyes - “To start off with, we need one of you to volunteer to play the lead role of the story – the ‘Bus Driver.’ As the ‘Bus Driver,’ we would ask that you be willing to open up and share with us in more details about some of your personal difficulties that have stopped you from doing something according to your values. So we invite you to share an area of your life in which you **feel kind of stuck**, but would **really want to make changes** and are **ready to work on it.**”

3. Identify the BD’s Values and desired Actions:

- Referring to the Bull’s eye diagram, **facilitator asks the Bus Driver (BD):** “Thanks so much for volunteering. Can you please come up and tell us a little bit about each of the six domains you marked on the Bull’s Eye exercise?” (See Bulls eye for instructions and remind the participant as necessary.)
- “Which life domain you would like to focus on?” (Occasionally, participant may change their mind and select a more pertinent one to them.)
- **Facilitator starts a new page on the flipchart, writing down the area of life domain identified by the BD on the top of the page, then divide the page into 3 columns - starting with values on the left, desired action in the middle and barriers on the right.**
- **Facilitator then asks:** “What are the values you hold in this domain? Why is the domain important and meaningful to you?” (**Facilitation Tip:** Refer to the list of values used in the previous exercise to help prompt the BD to name the values that the BD holds in the chosen domain). **Facilitator** to write down up to 5 values articulated by the BD onto flipchart under the heading “ Values”.
- “What kinds of actions you would like to do in this domain that you’re not currently doing? Can you also share with us why this is important to you and what it means for you to be able to do ‘XXX’...?” (Facilitator write down up to 5 actions articulated by the BD, and then check with the BD how these actions are aligned with the values previously articulated.)

4. Identify barriers to Value-driven Actions:

- **Facilitator** to collaborate with the BD to identify 5-7 barriers that prevent them from taking value-driven actions. Probe gently as necessary until the important barriers are identified. Check for clarity and alignment on the connection between the barriers to the desired value-driven actions.
- “Can you please share with us the barriers that cause you to be ‘here’ (point to ‘X’) as opposed to the centre? What shows up in your mind when you consider moving forward with your action?”
- After BD identifies one, **facilitator continues to ask,** “What else is stopping you from getting to the centre?”
- (Facilitator writes down a list of barriers in point forms on the flipchart paper under the heading “Barriers”. For example, ‘1. no time; 2. not enough self-confidence; 3. I’m too shy; 4. my friends just don’t understand me ...’)
- After the BD completed the initial list, **facilitator reviews the list with the BD and probes for “deeper meaning” or “root causes” to understand the specific context associated with each of the identified barriers. For example, for ‘no time’, asks about what is taking up all the time the BD has, what are the reasons BD spent time on the other things identified. Go deeper into each layer until a more specific reason or meaning is identified for each barrier. Cross out each of the more “superficial” barrier once a more specific or deeper level barrier is identified to replace it.)**

- After the BD names all the barriers, **facilitator** asks: "Let us look over the list together. Are there barriers we have listed here that are not real barriers for you? If so, we can cross them out." *Cross out barriers that the BD no longer sees as barriers.*
- "Have we missed any other more important barriers?"
- "Imagine if all the barriers listed here are gone, would you immediately be able to do the action you wanted to do, or is there still something else stopping you deep inside?" (****This is a very important question to ask to get at some of the barriers that BD may not have recognized or is avoiding to address.**)
- Once the barriers are identified, the **facilitators** can write down some of the key words/phrases for each barrier on a small piece of paper/card. These words/phrases represent the negative inner voices of the BD. Each thought or inner voice should be specific and distinct and not repetitive. These can then be distributed as instruction cards for the passengers.

Part 2: Role-playing Bus Driver and the passengers:

5. Identify enough volunteers to role-play passengers (PGs) of the bus, i.e., a passenger is needed to personify each barrier. **Facilitator** says, "We need some volunteers to help us out by role-playing these barriers listed here. Who is willing to play the first barrier – [read first barrier on the list]?" (Facilitator may also decide to assign barriers among volunteers if this optimizes suitability for the role-play.)

- Position the BD about 4 feet away and facing the flipchart and the PGs to line-up beside the BD getting ready to board the imaginary bus. The remaining participants are invited to gather around and find a position they feel most comfortable to observe the role-play.
- **Facilitator** says to the BD, "You are the bus driver. You want to drive your bus towards the main station. Your values are guiding you to the main station. So put your hands on the wheel and look at the Bull's Eye on the flipchart as your target destination. Bring to mind your values; why this is important to you; and the actions you want to take." (Pause for a moment)
- **Facilitator** continues to say to the BD, "There may be some rowdy passengers trying to get on the bus. When they behave in ways that bother you, you can turn away from them, fight with them, or try to get rid of them."
- **Co-Facilitator** takes the PG to the other side of the room and says to the PG, "You are the passengers. Please form a line here in order of the barriers listed. Each of you now represents the **negative thoughts inside bus driver's head** that we just heard about. When we start, you are going to get on the bus one by one. When it is your turn to get on the bus, you're going to step right in front of the bus driver, look at the bus driver in the eye, and tell the bus driver **loudly and firmly** why she/he/they can never do [the valued action]. For example, if you represent 'no self-confidence', you would be saying something like - 'You can never do this. You have no self-confidence, remember? You will just fail miserably. Let's just go home and forget about this.' **Your role is to act out the bus driver's specific barrier in a strong and believable way. Remember, this is not you speaking. You are the bus driver's own negative thought.** When you are done speaking, you can board the bus and form a single line behind the bus driver."

6 Begin the Role-play. Stand alongside the BD, and have the BD drive the imaginary bus for a few seconds. Invite the PGs to enter the bus one by one. The co-facilitator coaches each PG to step in front of the BD, face the BD, and tell the BD the reason why she/he/they cannot do the valued actions. The (main) facilitator helps the BD avoid facing the barrier after hearing what the PG has to say by telling the BD to avoid the barriers. The co-facilitator directs the PG to "enter" the bus by standing in a single line behind the bus driver. Invite the next PG and so forth. As it may get emotionally challenging, pace the exercise accordingly. By the end, the BD would be facing approximately 180 degrees away from the flipchart, with a single line of PGs behind the BD.

- **Facilitator** says to BD, "Imagine that you are now driving the bus."
- **Co-facilitator** says to PG, "You're the [barrier 1] – go ahead and tell the BD the reason she/he/they will fail. Your role is to act like a challenging barrier, be persistent and speak firmly." (Coach the PG as needed)
- **Facilitator** says to BD, "Wow, that sounds scary... You don't have to face this, you can turn away from it, or fight back." (Pivot the BD after the PG has finished speaking if BD does not turn away)

- **Co-facilitator says to PG,** “Get on the bus and stay behind the BD (or another PG). Now let’s have the next passenger come on the bus.” (*Coach the PG as needed*)

7. Debrief with the BD and provide empathic support.

- **Facilitator says to BD,** “Thanks so much for doing this, as this must be a challenging experience. How are you doing right now? What was it like to be facing your barriers? Any particular surprises in this experience? Which ones were especially hard for you to face?”
- **Facilitator says to BD,** “Take notice – where are you driving to? Are you getting closer or moving farther away from your values – the bull’s eye?”

8. Give BD instructions for another round of role-play with Acceptance and Defusion.

- **Facilitator says to BD,** “You have done very well. Let’s do this role-play one more time - round two. This time, let’s try something a little different. When a passenger gets on, see if you can welcome him or her. You don’t have to talk back or argue with them. Just say ‘**Welcome on my bus**’, regardless of what they are saying to you, and motion them to get behind you on to the bus. Ok?”
- **Co-facilitator says to PG,** “Everyone, let’s line up again and take it from the beginning.”
- **Facilitator says to BD,** “This time, keep your mind steadily focused on your values and the direction you are driving the bus towards, and don’t let anybody, including me, tell you to turn for influence you in any way. Let’s see your hands on your steering wheel.”
- **Facilitator continues to say to BD,** “Before we begin, let us take a minute for you to become mindful as you look at the bulls eye in front you ... really connect with the present moment and how important your values and actions are to you ... recall what all this means to you ...”

9. Re-do the role-play. Stand alongside the BD. As necessary, **coach the BD to welcome each passenger on board while being persistent** in facing the target. When you notice that the BD is arguing with or avoiding a specific passenger, get the BD to take a pause, “Take a deep breath, now focus on your values and the direction you are driving the bus forward. Just say to the passenger – Welcome on my bus.” Pause, let the BD re-focus, and resume the role-play. Continue to coach the BD to welcome each passenger.

Part 3: Debriefing and Identifying Committed Action:

10. Thank and invite the passengers to return to their seats. Invite the BD to sit down at the front with the facilitator for debriefing.

- **Facilitator says to BD,** “Thank you so much for being so courageous and generous in putting yourself out here as the bus driver to support our group learning experience. You did so well. Would you like to share with us what this experience was like for you?”
- “What was it like to share your values, actions, and the list of barriers?”
- “What was the role-play like the first time around?”
- “How was it different the second time around?”
- “Now that you have this experience, what is one action you are willing to do within this week to further your values? It can be a small step or a big step... just as long as it takes you one step further in your valued direction.”
- **Facilitator waits for BD to identify a specific action step and write down on flipchart.**
- “How sure are you that you will do this task from 0 – 100%?”
- **(Facilitator solicits a smaller action if the certainty is below 80%. Facilitator may ask,** “What would it take for you to be 100% sure that you will do this task?” *(Support BD to define and establish a committed goal for action)*

11. Debrief with the passengers and the rest of the group.

- **Facilitator says to PG,** “What was it like role-playing the barriers? What did you notice about the bus driver? What was the difference in your experience between the first and second role-play?”
- **Facilitator says to everyone,** “What have you observed in this exercise? Have you experienced similar kinds of thoughts in your head that try to bully you around?”

12. Debrief with the entire group.

- **Facilitator asks,** “What do you think the passengers represent?” (See summary points)
- “What ACT processes do you observe in the bus driver in the second round?” (See summary points)

13. Engage all participants in identifying personal committed action.

- “Having experienced the bus driver together, what next steps are you willing to commit to in your own life?”
- **Facilitator engages each participant to identify one specific action step and write down on flipchart or notepad.**

Key Summary Points:

- The passenger metaphor represents the unwanted thoughts or psychological struggles we face; the more we try to avoid them and fight them, the more power they have over us and distract us from our value-guided goals and action.
- In the second round, the BD became mindful (contact with the present moment) and remained in full contact with what really mattered (values). The BD was interacting with the thoughts as passengers rather than analyzing what they were saying (defusion) and was welcoming them on board the bus (acceptance). The BD did not get confused and identified with the thoughts, but instead, took control of where the bus went, with the bus containing all the thoughts as passengers (self-as-context). Finally, the BD made a firm commitment to a concrete action in the service of values (committed action). With these ACT processes, the BD becomes more resilient and live a more meaningful life.”
- Negative thoughts related to stigma are like the passengers; instead of struggling with these thoughts, we can focus on our values and committed action.
- Committed action means staying the course with what we set out to do regardless of difficulties. Just like with the BD, it is important to focus on an action step that you are willing to commit; whether it is a big or small step, the committed action is meaningful as long as it is guided by values.

Source:

Informed by the metaphor of *Thoughts as Passengers* in Hayes, S. C., Strosahl, K., & Wilson, K. G. (2012). *Acceptance and commitment therapy: The process and practice of mindful change* (2nd ed), (pp. 250-252). Guilford Press.

Worksheet 3.8.1 - The Bus Driver: Participant-Observer Exercise

The Bus Driver activity is an opportunity to explore values in relation to committed action. It supports us to look at obstacles or places where we may feel 'stuck' and how to practice defusion and acceptance. As a participant-observer it is important for you to support the Bus Driver by offering your attention during the activity. In the following exercise, please record any observations, thoughts or feelings that come up for you during the activity.

1. What keeps the Bus Driver away from the centre of the bull's eye?

2. What happens to the Bus Driver the first time doing the activity? The second time?

First Time:

Second Time:

3. How do your own personal experiences relate to those of the Bus Driver? Did anything that the Bus Driver shared resonate with you?

4. What thoughts, ideas or reflections about "values and action" came to you while witnessing and/or participating in this exercise?

3.9. TAKEAWAY ACTIVITIES: MINDFULNESS PRACTICE, CHAMP APPLICATION, PERSONAL COMMITMENT STATEMENT

Facilitator says,

"For this session's takeaway activities, we would like you to work on 3 things:

- The first one is continuing to keep your mindfulness practice journal like what we have been doing for the last two sessions. (Take-Away Activity 3.9.1)
- The second one is to continue to keep a log or journal to reflect on how you have been able to apply some of the CHAMP skills in dealing with your stresses or challenges. (Take-Away Activity 3.9.2)
- The third one is the exciting work of following up on our work today from the Bull's eyes and Bus Driver activities to start planning your committed action. (Take-Away Activity 3.9.3)
- Let me explain a bit more about the Personal Committed Action exercise.
- We want you to refer to the handout that says "Values, Goals and Life Areas" (Handout 3.7.2) and choose one or more of the Life Areas to work on below. Only choose Life Areas where suffering, challenges or pain have held you back from achieving your goals. For each Life Area identify Values, Goals and Short-term committed action using the example below.
- Be sure to write about what you value, not what you think are the expectation of your friends, family, or society.
- Think of one committed action that you would do on a personal level, one that you would do inter-personally (that is, with family, friends etc.); and finally, one that you are committed to work on for your community (whichever type of community you define).
- Please be as specific as possible in setting your goals and action so that you will have a clear plan to guide and evaluate your progress. SMART Goals are: Specific, Measurable, Achievable, Realistic and has Clear Timelines.
- Let us look at the worksheet and try to work through one or two examples now."

Facilitator to invite 1-2 participants to volunteer their examples and assist them in concretizing their goal and specific committed action as a demonstration to the group.

Take-Away Activity 3.9.1 – Mindfulness Practice Worksheet

Mindfulness can be practiced anywhere and anytime.

- It simply means doing ordinary things mindfully – it can be brushing teeth, taking a shower, eating breakfast, taking a walk, or talking to a friend, etc.
- Doing it mindfully means you give 100% of your attention to doing this task.
- Sitting mindfulness practice can help us to get grounded and develop mindful concentration. You may access a guided mindfulness exercise (Loving-Kindness) developed by CAAT at https://youtu.be/xGn_8TsZvn4
- When you first begin to practice mindfulness, reflecting on the experience may bring joy and insight.

We invite you to take a few opportunities to practice mindfulness on your own over the coming days. You can use this worksheet to make notes about your activities. Please bring this sheet with you to the next session for group sharing.

Date	Mindfulness Activity	What was the experience like? What did you notice? What insight did you gain?

Take-Away Activity 3.9.2 – CHAMP Processes Reflection Worksheet

Now that you have engaged in the CHAMPs-In-Action training, do you notice how you observe and understand the world differently? Do you find yourself responding to challenges, or experiences that contribute to stress and suffering differently? In the following table, please record how you have applied CHAMP learning to respond to challenges.

Date	Applying CHAMP Learning	What was the experience like? What were the successes and challenges?

Worksheet 3.9.3 – Values, Goals and Committed Action Worksheet

Choose one or more Life Areas from the “Values, Goals and Life Areas” (Handout 3.7.2) to work on below. Only choose Life Areas where pain has held you back from achieving your goals. For each Life Area identify Values, Goals and Short-term committed action using the example below. Be sure to write about what you value, not what you think your friends, family’s, or society’s expectations are.

Example:

Life Area: Friendships/Social life and Family Relation
Values: be a supportive and reliable friend and sister; be an open listener and share about myself
Goals: spend more time talking with my friends and with my sister & brother
Short-term committed action (i.e. in the next week): talk to or see at least one friend or sibling this week

Life Area 1: Self/Personal
Values:
Goals:
Short-term committed action (i.e. in the next week):

Life Area 2: Interpersonal
Values:
Goals:
Short-term committed action (i.e. in the next week):

Life Area 3: Community
Values:
Goals:
Short-term committed action (i.e. in the next week):

SESSION 4

Integrated ACT Processes, Collective Empowerment Strategies

Time	Chapter	Agenda/Activity	Learning Domains
		Registration & Breakfast	
15 Min	4.1	Land Acknowledgement / Reconnection / Ground Rules / Check-In	Being Present
15 min	4.2	Mindfulness Practice: Gratitude	Being Present Empathy & Compassion
60 min	4.3	Sharing of take away activities: <ul style="list-style-type: none"> • Reflection on Mindfulness Practice & Application of CHAMP Skills • Personal Commitment Statement 	Committed Action Collective Empowerment
10 Min	Break		
45 min	4.4a	Scenario Development	Empathy & Compassion Equity & Social Justice
35 min	4.4b	Collaborative Scenario Role Play Development on Empowerment Strategies	Equity & Social Justice Inter-dependence Collective Empowerment
50 min	Lunch		
90 Min	4.4c	Collective Empowerment Strategies – Scenario Role Play & Debriefing	Integrated ACE
20 Min	4.5	Review of CHAMPs-In-Action Training	Integrated ACE
10 Min	Break		
70 min	4.6	Committed Action for Future – Individual and Community Post-intervention Survey Check-Out & Reflections & Evaluations	Values & Committed Action Collective Empowerment Being Present

Total time for each training session: 8 hours
6 hours of learning activities and 2 hours for activity transition, lunch and breaks.

4.1 RECONNECTION: HOLISTIC CHECK-IN & GROUND RULES

Learning Objectives:

- To facilitate trust, mutual respect, and group cohesion
- To support participants in getting in touch with their body, mind, emotion and spirit
- To encourage mutual empathy towards each other

Materials: Markers, Name tags, Flipchart

Time Required: 15 Minutes

Activities & Instructions

Setup:

- *Participants sit in a large circle. Facilitator welcome participants back.*
- *Co-facilitator post Ground Rules/Guiding Principles from previous session and diagram for Holistic Check-In on the wall for the participants to refer to.*
- *Facilitators provide any announcement as needed.*

Instructions to Participants:

Check-in:

1. **Facilitator says**, “Welcome back. It is good to see everyone. For our check-in today, let us share our energy level and also use the holistic check-in tool we learnt last session to share how we are feeling in terms of the different aspects of ourselves: **Physically, Mentally, Emotionally and Spiritually**.”
2. **Facilitator role models by saying**, “ Just speaking for myself as an example, my energy today is 9; physically I am feeling energized; emotionally I am feeling excited; mentally I am alert; and spiritually I feel connected. So who would like to start?”

*(After all participants have taken a turn, **facilitator** thanks the participants for sharing.)*

Reminder of Ground Rules & Guiding Principles:

1. **Facilitator says**, “Now let us also refresh our memory for the ground rules or guiding principles we have committed to following in our collaborative learning. Now let us review them quickly.”
(Facilitator either reads them out directly or have participants take turn reading them)
2. **Facilitator continues**, “Are we all still in agreement to them? Do we have anything else to add?”
(Facilitator listens to participants’ comments or suggestions if any, and incorporate additional ground rules if appropriate.)

Key Summary Points:

In collaborative learning it is important that we are aware of our own and others’ energy levels and levels of well-being, and support each other to participate in the best capacity we can.

Source:

Holistic Check-In framework from AIDS Bereavement and Resiliency Program of Ontario Training Manual, retrieved from <http://abrpo.org/>

4.2 MINDFULNESS GROUNDING EXERCISE: GRATITUDE

Learning Objectives:

- To engage participants in a mindfulness practice and focus on here and now
- To support participants in appreciating the positive aspects of life and our interconnected beings

Materials: Mindfulness Bell

Time Required: 15 Minutes

Activities & Instructions

Setup:

Participants sit in a circle; co-facilitators sit across from each other. Facilitator invites participants to take part in a mindfulness grounding exercise by providing the instructions below in a gentle calming voice.

Instructions to Participants:

Facilitator says,

- “This morning I would like to invite you to do a mindfulness exercise to bring us to the present moment and to become centred. In this mindfulness exercise, I would invite you to get in touch with what you are grateful for.”
- “Sitting on your chair, find a comfortable position; keep your body relaxed and upright; sit slightly away from the back of the chair to allow your energy to flow through your body.”
- “Close your eyes gently if you feel comfortable. If you do not feel comfortable, lower your gaze and find a spot in front of you and focus there.”
- “Rest your hands on your lap; keep your feet slightly apart and rest them firmly on the floor. Notice any tension in your body – take a few breaths in and let the tension go.” *(Pause 10 seconds)*
- “Now, breathing in without any efforts, notice the sensation at your nostrils and in the small area above your upper lips, breathing out, notice the sensation in the same area.” *(Pause 15 seconds)*
- “Breathing in, notice the slightly cool air that enters you... breathing out, notice the slightly moist warm air that passes through your nostrils.” *(Pause 15 seconds)*
- “Breathing in, and breathing out – effortlessly – notice the sensation of your belly as you breathe in and out.” *(Pause 30 seconds)*
- “Now, just ask yourself gently – What am I grateful for? *(Pause 10 seconds)* Allow any images to enter your mind as you ask yourself gently – What am I grateful for?” *(Pause 15 seconds)*
- “Now I would guide you in connecting to different aspects of your connection to life. Bring into your mind’s eye one quality about you that you feel grateful for.” *(Pause 15 seconds)*
- “Now Bring into your mind’s eye one person or being in your life that you feel grateful for. *(Pause 10 seconds)* Bring into you mind’s eyes one quality that you appreciate in this person or being. *(Pause 10 seconds)* Send this person or being your loving-kindness energy from the centre of your heart.” *(Pause 10 seconds)*
- “Now bring into your mind’s eye one insight you have gained recently that you feel grateful for.” *(Pause 15 seconds)*
- “Now bring into your mind’s eye one life sustaining resource that your feel grateful for.” *(Pause for 10 seconds)*
- “Now bring into your mind’s eye one thing in your living environment that you feel grateful for, whether it is the smiles on your neighbour’s face, or the chirping of the birds, the blue sky, or the soothing energy of the trees – what is one thing in your environment that you are grateful for?” *(Pause 10 seconds)*

Continued on the next page

- “Now bring your attention to your breath. Breathing in, you are aware of the oxygen entering your lungs, diffusing into every single cell in your body, you are aware of the gift of life as you breathe in the oxygen.” *(Pause 15 seconds)*
- “Now we will end this mindfulness practice with an expression of gratitude. You may recite silently or simply absorbed these words into your heart.”
 - ☐ With gratitude I remember the people, animals, plants, insects, creatures of the sky and sea, air and water, fire and earth-- all together bringing a balance that makes life possible. *(Pause 10 seconds)*
 - ☐ I am grateful for the wisdom and labour of a thousand generations of elders, ancestors and compassionate social justice advocates who came before me. *(Pause 10 seconds)*
 - ☐ I am grateful for the safety and well-being I have been given. *(Pause 5 seconds)*
 - ☐ I am grateful for the measure of health I have been given. *(Pause 5 seconds)*
 - ☐ I am grateful for the biological and chosen families and friends I have been given. *(Pause 5 seconds)*
 - ☐ I am grateful for the communities I have been given. *(Pause 5 seconds)*
 - ☐ I am grateful for the teachings and lessons I have been given. *(Pause 5 seconds)*
 - ☐ I am grateful for the life I have been given. *(Pause 5 seconds)*
 - ☐ Just as I am grateful for the blessings I have been given, I am grateful for the blessings of others. *(Pause 10 seconds)*
- “Now I invite you to come back to the present moment. Breathing in, bring a smile to your face while holding onto this warm feeling of gratitude inside.” *(Pause 10 seconds)*
- “And at the sound of the bell, follow the sound until it totally disappears, and when you are ready, gently open your eyes.”

Debriefing Notes for Facilitators:

Facilitator spends 5 minutes exploring with participants their experience in doing this exercise, and asks,

- “How easy or hard was it to connect to what you are grateful for?”
- “What did you notice when you were able to connect with what you are grateful for?”

Key Summary Points:

- Regular mindful practice of gratitude enables us to build resilience by recognizing our inner strengths and our interconnectedness with people and resources around us – we are not isolated, we are not alone.
- Regular mindful practice of gratitude has been found through research that it helps to reduce anxiety and depression, and promote a sense of wellbeing and joy.

Source:

4.3 (A & B)

SHARING OF TAKE-AWAY ACTIVITIES: MINDFULNESS & CHAMP APPLICATION

Learning Objectives:

- To reflect on the application of mindfulness and ACE within our everyday lives
- To increase awareness and skills in applying ACE by sharing lived experiences, strategies and tips

Materials: Markers, Flipchart

Time Required: 30 Minutes

Activities & Instructions

Instructions to Participants:

Part A: Sharing of Mindfulness Practice (15 min)

- **Facilitator says**, "Our next activity is on sharing of our take away activities. We will start with our reflection on our experiences and insights on practicing mindfulness. Since this is our last session today, I would invite you to share some insights you have gained in the last couple of weeks about what you have found challenging when you practice mindfulness and what strategies you have found to be helpful to address some of these challenges. Who would like to share?"
- **Facilitator** invites participants to share in popcorn style, a co-facilitator can help jot down the "challenges" and "strategies" on flipchart paper as participants share.
- After participants' sharing, **facilitator** thank participants and continue with the next step.

Part B: Sharing of CHAMP Skill Applications (15 min)

- **Facilitator says**, "Moving on now to the CHAMP skills: can we share some of the experiences where you have the chance to use some of the CHAMP skills in your daily lives? What worked well? What were some of the challenges?"
- **Facilitator** invites participants to share their experiences in popcorn style. After hearing from the participants. **Facilitator** summarizes:

"Thank you all for sharing. As we have heard and learnt from each other, there are many opportunities where we can practice CHAMP skills just as we do mindfulness. As with mindfulness practice we discussed earlier, these skills can enable us to address some of the habitual behaviors and social conditioning that we have been accustomed to, but it does require our conscious or mindful effort to integrate and practice them in our lives; so we hope that sharing our strategies have been helpful to support our ongoing learning and practices."

4.3 (C) SHARING OF TAKE AWAY ACTIVITIES: PERSONAL COMMITMENT STATEMENT

Learning Objectives:

- To share experience on developing committed action plan in our lives
- To explore barriers and facilitators to carrying out committed action

Materials: Committed Action Worksheet 3.9.3

Time Required: 30 Minutes

Activities & Instructions

Instructions to Participants:

Facilitator says,

- “In our last session we have explored how we can clarify values and used that to guide us in developing committed actions. Our take-home activities were to set some goal in our personal and community life and identify action step for today’s session, right?”
- “Can we go around and share with us your key values and goals, and one action that you are committed to carry out in your personal life? We will leave the community level action for another activity later today.”
- (**Facilitator** invites all participants to take turn and share. **Co-facilitator** to write down on flip chart of participants’ reported “personal committed actions”. **Facilitator** would only ask questions to clarify the specifics of the action or its connection to the values/goals (if they seem contradictory). Do not comment on the feasibility or appropriateness of someone else’s proposed action.)
- If the size of the group is large, facilitators can stop after about half the group has shared their planned action. After participants’ sharing, cofacilitator will post the flipchart of the list of committed action on the wall.

Facilitator says,

- “Thank you all for sharing. Do you foresee any barriers or challenges that may keep you from carrying out these actions? Can you think of any support or resources that may facilitate these actions? Let us share some of these thoughts in popcorn style?”
- **Co-facilitator** to take notes on flipcharts in two columns, one for barriers and one for facilitators to the planned action. After participants shared their ideas, **facilitator** says,
- “Thank you all for sharing, and we can see, change takes time, some life goals can be a long term process, and there are challenges and barriers along the way, but if we can try to stay focused on our core values and stay on course like what we did in the bus driver exercise, it will help us go towards our value-guided direction.”
- “I would also like you to look through the list and see if you can identify some of the common goals and strategies that we share. When we develop our follow up plan at the end of the training this afternoon, let us see if we can find synergy in our common goals that will support us in continuing our learning journey together.”

Source:

Fung, K. P., & Wong, J. P. (2014). ACT Training Manual. Toronto, ON: Strength In Unity Project

4.4 SCENARIO DEVELOPMENT

Learning Objectives:

- To increase awareness on the interconnectedness of the impact of stigma, oppression and social injustice on individuals and communities
- To increase awareness on multi-level, collaborative strategies to address stigma and oppression

Materials: Two sets of cards – A) List of affected people; B) List of issues/challenges
Case Scenario Worksheets 4.4(A) & 4.4 (B)

Time Required: 2 hour 30 minutes

Activities & Instructions

Setup:

Participants sit in a circle; co-facilitators sit across from each other. Facilitator invites participants to take part in a mindfulness grounding exercise by providing the instructions below in a gentle calming voice.

Instructions to Participants:

Facilitator says,

- “We have all learned a great deal in the last few sessions. To try to help us integrate all of these learnings, and to explore how we can apply them in real life to address stigma and discrimination, we would like to invite you to spend the next couple hours to work on case scenarios based on your personal or work experiences. From these realistic lived experiences we will work to develop different strategies and role play them out, as a way to consolidate our learning. Based on our experiences, this is also a very fun exercise where you will get to showcase different aspects of your creative talents.”
- “Since we encourage you to develop these scenarios based on real-life struggles you or your community members experience, we are mindful that this can be triggering and painful for some participants. To ensure we maintain a safe and supportive space for our community learning and sharing, we would encourage you to not over-dramatize the trauma and violence in the scenarios, but focus more on how to showcase the resilience and strategies against these oppressive realities. We would invite you to be open and trust the process, but we would also respect your decision and choice to participate to the extent that you feel comfortable. If you feel you need support during any of the activities, please talk to one of the facilitators.”
- “Now, are we ready to embark on the grand finale exercise of our training? (**Facilitator** Check for participant acknowledgement) That is great. This activity is divided into a few steps. I am going to explain to you how this will work.”

Small Group Set Up Instructions (5 min)

Facilitator say,

- “First, we would like you to work in three small groups to develop case scenarios on HIV and related stigma. Before we begin, let’s count off from 1 to 3.” (**Co-facilitator** will use the time to hand out copies of the Case Scenario Worksheets, 4.4(A) and 4.4(B).)
- (After the counting is done) “All the 1s will get together, all the 2s will get together and so on. Now please find your team-mates and sit together.”
- “Now that you are all in your groups, we would like to go over the instructions.”

Continued on the next page

Part A: Case Scenario Development (40 min)

Facilitator say,

- “We have two sets of cards. One set consists of different social issues, such as... *(give example from cards)*. The second set consists of the various main characters. **(Facilitator will place each set of cards into two separate containers/envelopes and shake or shuffle them)** Please have one member from each group come to the front to select one card from each of the containers/envelopes. These two selected cards will determine the main character and social issues to be explored in your scenario.
- “Now that you have your character and social issues, you will create a story for your scenario by;
 - ☐ drawing from your collective personal/community/work experiences
 - ☐ including the social issues that you have drawn
 - ☐ creating a story that is **realistic** and **emotionally engaging**”
- “Spend some time in your group to discuss and develop the story of your scenario. Write down the story of your character’s experience in 100 words or less on Worksheet 4.4 (A). The story should have enough details for you to highlight the background, the context and challenges faced by your character. Do not provide the strategies in your case description. You will be giving away your case scenario for another group to work on.”
- “Discuss the questions on worksheet 4.4 (B) as a group to come up with the ideal strategies to deal with the challenges in your case scenarios. Use your group’s collective “ideal” answers to complete the rest of the sections of the worksheet.”
- “You will have about 40 minutes to work together as a group for this part. I would suggest you spend about 20 minutes developing the scenario, and then 20 minutes to discuss your strategies. I will give you a time reminder after 20 minutes. You may begin!”

Part B: Exchange Scenarios and Role Play Practice (30 min)

Facilitator say,

- “For the second part of the activity, each group will work on a scenario created by another team.”
- *(Have the participant groups exchange the scenarios they created with Worksheet 4.4(A) Groups do not exchange Worksheet 4.4 (B) or discuss the responses they created to the scenarios.)*
- “Using the discussion guide on Worksheet 4.4 (B), discuss the best strategies to address the challenges you have identified in your assigned case scenario.” (15 min)
- “Once you have discussed your assigned scenario, this is the moment that you get to show off your collective talents – we ask that you role play the scenario with the strategies your group have created. **You will only have up to 10 minutes to do your role play**, so budget your time wisely to make sure you illustrate the challenges faced by your character, as well as the resilient strategies they use to address the challenges. **Try to highlight as many diverse strategies as possible, and make sure they reflect your real-life experiences.**”
- “Some ground rules for the role play:
 - ☐ You may use props
 - ☐ Don’t overdramatize the trauma, focus more on strategies
 - ☐ Focus on the person’s own strengths and utilize as many resources from different sectors/community partners as possible
 - ☐ Be creative, fun and powerful”

Part C: Group Role Play Presentations and Debriefing (75 min)

Facilitator say,

- “Now it is time to show us your acting skills! Each of you have up to 10 minutes to role play out your scenario. Remember to focus on the strategies.”
- “After each presentation, other participants will have a chance to provide feedback and suggest further strategies.”
- “The reason we want to provide feedback is that we want to build on the strengths of our community’s strategies. Therefore, we want our feedback to be constructive. There are a couple of ground rules that we use to help make sure we provide constructive feedback and we ask that we all try our best to observe and follow them.”
 - ☐ “Start by appreciating and recognizing a specific example of what the group did well.”
 - ☐ “Provide feedback on areas for improvement by giving specific suggestions on how things can be done differently. (I.e., do not just point out a problem, make sure you try to suggest a different option or solution.)”
- “The order we will be organizing our feedback and debriefing will be”
 - ☐ “The role play group will have 2 minutes to self-reflect.”
 - ☐ “The group that created the scenario will have up to 3 minutes to provide feedback and alternative/additional strategies.”
 - ☐ “The other group(s) will have up to 2 minutes to provide additional feedback and other strategies.”
 - ☐ “Please do not repeat points that have already been made.”
 - ☐ “The role play group please just accept and appreciate the feedback, there is no need to explain or defend what you did.”

Note for Facilitators during the Debriefing:

One facilitator can help moderate the debriefing and report back, while another facilitator can take notes on flipchart to capture the specific strategies and the CHAMP skills (ACE) that are utilized in the strategies.

Debriefing Questions:

- What were the effective strategies demonstrated by the group?
- What specific CHAMP skills (ACE processes) have been applied in the group’s strategies?
- What additional strategies or resources can be utilized or mobilized?

Key Summary Points:

- Our individual challenges are often linked to various forms of social injustices, stigma and discrimination.
- To address the underlying social injustices, we need to recognize our internal strengths and access our community’s collective resources.
- Since many forms of oppressions are interlinked, we also need to draw our strengths by building coalitions and developing collaborative strategies with other marginalized communities and groups from different sectors and backgrounds who are concerned about social justice.
- Working together, we are able to recognize that there are many ways to take action and create positive social changes.

Source:

Li, A. T., & Wong, J. P. (2011). SJCB protocols for CHAMP Study. Toronto, ON: Community Alliance for Accessible Treatment

Worksheet 4.4 (B) – Case Scenario Development & Discussion Guide

Development Guide

Group work Instructions:

Creating a Case Scenario on HIV stigma and related challenges

1. Work in small groups to create a case scenario on HIV and other related stigma by:
 - a) drawing on your collective personal and work-related experiences;
 - b) drawing on the list of words provided in the envelop; and
2. Create a story that is realistic and emotively engaging, based on the character and social issues described in the cards drawn by your group. You may create additional characters in her/his/their life as needed.

Create the case scenario and provide sufficient information for you and your peers to apply the following questions to come up with collective strategies.

 - a) What are the main challenges people in the story face? (e.g. lack of healthcare coverage)
 - b) What are the underlying social conditions that contribute to these challenges? (e.g. racism)
 - c) What are the changes we want to make?
 - d) What can be done at the individual, interpersonal/community, and government/policy/societal levels.
 - e) Who needs to be influenced to make the changes? What needs to be done to influence these people? How can we influence these people?
 - f) What resources do we need?
3. Complete this worksheet with your 'ideal' scenario and 'ideal' answers.
4. In Part 2 of this activity, your scenario will be given to another team, and you will receive another scenario created by another team.
5. Using the discussion guide, develop the best strategies to address the challenges you have identified in the case scenario.
6. Now is the moment to show off your collective talents – each group role plays and performs the stigma reduction and HIV champion strategies, not the background stories of the character. Your strategies must include what can be done at the individual, interpersonal/community, and policy/societal levels. You only have 10 minutes – therefore do not use time on the problems and challenges and focus on the strategies
 - a. You may use props like big name tags
 - b. You may have a narrative
 - c. Be creative, fun and powerful

Continued on the next page

Group Name: _____ Name of your scenario's main character: _____

Questions for discussions	Potential answers/strategies/solutions
What are the main challenges people in the story face? (e.g. lack of health coverage)	
What are the underlying social conditions that contribute to these challenges? (e.g. racism)	
What are the changes we want to make? (The desired outcome)	
What can be done at the: (a) Individual level? (b) Interpersonal/Community level? (c) Government/Institutional level?	
Who needs to be engaged and influenced to make the changes?	
What message do we need to communicate to influence these people?	
What strategies can we use to influence these people?	
What resources do we need? (People/partners, information, funds, technology, etc.)	

4.5 REVIEW OF CHAMPS IN ACTION TRAINING

Learning Objectives:

- To consolidate understanding of the connection between training activities and the key processes of the ACE theoretical model
- To review key processes of the ACE training

Materials: CHAMPS In Action Training Review Worksheet 4.5.1
CHAMP Processes Cards (to give away)

Time Required: 20 minutes

Activities & Instructions

Setup:

Depending on time available and size of the group, the activities can be conducted as one large group or divided into 3 small groups. The following instructions are written for the setting of doing the exercise in 3 small groups.

Instructions to Participants:

Facilitator says,

- “Now we have completed all the core learning activities of CHAMPS In Action, let us do a quick review and see if we can all relate our activities to the conceptual model that we talked about at the beginning, the key processes in the Acceptance Commitment Training, and the Social Justice Capacity Building?”
- “To make this more fun, let us continue to work in our 3 scenario groups and see how well you work together as a team. Now each group will get a worksheet with the key training activities we have gone through. We would like you to discuss and come to agreement in your small groups about the key learning domains or processes involved in ACT or SJCB that the training activities were supposed to help us focus on. So for each activity write down a maximum of 1 ACT and 1 SJCB processes in the ACE model. You have 10 minutes to complete the worksheet as a group. After 10 minutes I will ring the bell and ask you to hand in your group’s answers.”
- *(After 10 minutes, facilitator rings the bell and asks each group to hand in their answer sheets to the group clockwise next to them so that each group will be marking the worksheet from another group.)*
- *(Facilitator will review each of the activity and the learning domains as each small group mark the answer sheet of another group, after the facilitator has finished the review, the group that gets the most correct responses will be awarded a bag of candies or some similar tokens of appreciation)*

Facilitator summarizes:

Facilitator summarizes,

- “As we can see, there are specific processes and skills involved with the various learning activities we went through together. To help us remember these processes better, we have developed a set of cards to give you as both learning tool and souvenirs.”
- *(Facilitators distribute set of CHAMP processes cards to participants)*
- “Lastly, let us learn some special hand gestures of the ACT processes. Let’s follow the cards.”
- *(Facilitators will demonstrate and lead the group with the hand gestures that represent the 6 ACT processes for a few times until the whole group becomes familiar and do the gestures together in synergy.)*

Worksheet 4.5.1 – CHAMPs in Action Training- blank table

Agenda/Activity:	Learning Domains
Holistic Check-In	
Guiding Principles, Group Goals and Confidentiality Agreement	
Mindfulness Practices	
Ex: Experiences of Stigma in our Lives	
Ex: Paired Singing	
EX: Stories & Rules on Stigma	
Take Away Activity: Getting Stuck	
Ex: Sculpture of negative thoughts and feelings	
Ex: Everything You Always Wanted To Know But Were Afraid To Ask:	
Ex: The Exclusion Circle	
Ex. Understanding Structural Violence	
Ex. Le'Go	
Ex. 3 things I Did Today	
Ex: Personal and Cultural Values	
Ex: Lifetime Achievement Award Party	
Ex: Value-Guided Anti-Stigma Strategies	
Ex: Bull's eyes	
Ex: Bus Driver	
Ex: Scenarios development & discussion	
Ex: Scenario Role play 1 + debriefing	
Take Away Activity: Valued Guided Committed Action Planning	
Take Away Activities: CHAMP skills application	

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4.6 COMMITTED COMMUNITY ACTION FOR FUTURE/POST-TRAINING SURVEY AND CHECK-OUT

Learning Objectives:

- To identify common interests for group action after completion of training
- To identify mechanisms to support group work and connection after completion of training
- To provide closure and share collective achievements of training experience

Materials: Mindfulness bell, flip charts and markers, sticky notes, post-training surveys

Time Required: 70 Minutes

Activities & Instructions

Setup:

Participants to sit in one big circle.

Instructions to Participants:

1. Sharing passion for community action: (10 minutes)

Facilitator says,

- “Now that we have come to the end of our CHAMPs in Action training, it is time for us to look at ways we can continue to build the connections and momentum from the training to make some positive changes in our lives and in our communities.
- I would invite you to take a moment and go back to the committed action plan you have made, and pick one community level action or activity that you feel most passionate about. Put the 2-3 key words that describe this activity on a sticky note. Then we will go around and share it in the large group.
- *(Give participants 1 minute to reflect and write down their ideas.)*

Facilitator #1 continues:

- “Now please go around and read out your idea. then please come out and put your ideas up on the board. I will try to group related ideas together as you share.”

2. Identifying and harnessing group synergy: (5 minutes)

- **Facilitator #2** to assist in collecting the sticky notes after each person has shared and help facilitator #1 to group related ideas together. After everyone has shared, facilitators will try to group related ideas into 3-4 broad categories thematically. (E.g., Community education, strengthening peer support, art and media strategy etc.) Seek the groups’ endorsement of the ways ideas are organized before proceeding to next step.

Facilitator #1 continues:

- “Now that we have identified some synergy amongst the different ideas, I would encourage us to get into small groups and discuss some immediate follow-up action plan that we can work together to move these ideas forward. Let’s divide up the room and each work group will take one corner. Please join the group that includes your idea and spend the next 10 minutes together to discuss follow-up action.”

Continued on the next page

3. Identifying Action Plan and Mechanism to Sustain Connections: (10 minutes)

Facilitator #1 says,

- *“In your small group, please spend some time clarifying your ideas and make sure everyone have similar understanding. Then figure out 1-2 immediate steps your group will take to enable you to move your plans forward. This should include figuring out how you want to stay in contact and communicate with each other to further the discussion and planning; what information you would like to find out or research before you meet to discuss this further; and when and where you may want to reconnect to follow this up.”*
- *“In summary, in your small group, for the next 10 minutes:*
 - » clarify the core ideas/vision of your action project
 - » discuss how you want to keep in touch/communicate
 - » what information you want to gather before next group discussion
 - » when and where you will reconnect to follow-up”
- *“When you come back, please pick one representative from your group to do a 1 minute highlight of your action project and your follow-up plan. Other members may get excited and want to join your group too.”*
- *(Participants gather into small groups and engage in discussion, then report back as per above instructions.)*

4. Large Group Sharing Of Committed Community Action Plan (5 min)

Each small group will have 1 minute to present the highlight of their planned action.

5. Logistic Information on Additional Follow-Up Program Activitie

Facilitator #1 says,

- *“Thank you for sharing all your exciting ideas and action plan. Based on our previous experiences, participants really treasured the connections built from the training and quite a few of the ideas generated did get done in real life so we are very excited and hopeful.”*
- *“In addition to the ways you have identified how you want to stay in touch, our program also has a few additional activities planned to keep you engaged and continue our community building processes:”*
- *“One activity is a 3 month reunion session where we will invite all the participants back to share some update activities and their experiences since the training.”*
- *“Another activity is that we will have a bigger community forum at the end of each year where all the CHAMPs in Action participants will be invited to come and share all the actions and strategies we have engaged in since the training. This will be a multi-cultural, multi-sector event co-sponsored by all our CHAMP Alliance member agencies.”*
- *“Last but not the least, we have a train-the-trainer program to train graduates from CHAMPs in Action who are interested in becoming a facilitator to help deliver the training to other community members. Overtime, we will develop a whole pool of community CHAMP facilitators and we will be meeting regularly to support each other in ongoing learning activities as a “community of practice”. If you are interested in exploring this further, talk to one of us after the training and we will be happy to provide you with more information.”*

6. Post-Training Survey and Check-Out (20 min)

Facilitator #2 says,

- “Before we do our final check-out, we would appreciate it if you can complete the post-training survey (Appendix 3) as well as the final evaluation form to reflect on your thoughts about the training experience.
- “This information is very important for us to evaluate if the program is effective in achieving what it aimed to achieve. Your feedback is also very important for us to continue to refine and improve our program; so please kindly spend some time filling them out.
- “Please try to answer all the questions, especially those in the same scale, because if you skip some of the items in the scale then we cannot use the rest of the responses in that whole section. If you have any questions or need any assistance with filling them out, please signal and one of us will come and help you.”
- *(Wait for participants to complete the survey and evaluation forms)*

7. Final Check-Out Goodbye (20 min)

- **Facilitator #2** writes on flipchart: *Connect- presently, Share-openly; ACT- committedly; and says,*
- “Now we have come to the final check-out for our training, we would invite you to each take turn and do a few things.
- The first check out activity is “Connect”, and we do this through a special way in the Acceptance Commitment Training to say goodbye. For the ACT goodbye, we would invite each of us to take turn to stand up and spend a second to look at and connect with each person in the group in the present moment, it is an opportunity for us to express our appreciation and gratitude to your fellow participants in silence. After you have gone through making connection with everyone in the group, you may sit down and then the next person will begin. I will demonstrate.
- **(Facilitator stands up and demonstrates the ACT goodbye and then signal the next person to follow, after all participants have done the ACT goodbye, the facilitator continues:)**
- “For the next activity in our check out we want you to go around to “Share” and to “ACT”: for the “sharing” part, we want you to share one reflection of the gifts or lessons learnt from the group that you appreciate and would like to express gratitude for; and then for the “Action” part, we want you to share one action you will commit to carry out based on the experiences from this training, whether it is for yourself or for your community.”
- *(After all the participants have shared as per above, facilitators thank everyone for their participation.)*

Source:

Fung, K. (2015). Acceptance and commitment therapy: Western adoption of Buddhist tenets? *Transcultural Psychiatry*, 52(4), 561-576.
doi:10.1177/1363461514537544

Worksheet 4.6.1 – Community Action Project Planning Worksheet

Aligning my personal goal with group goal:	
The Value and Goal I identified in the community area of my life is: (from worksheet 3.9.3)	
My short term committed action ideas that will help me move forward on my goal are: (from worksheet 3.9.3)	
From the community project ideas identified from the group work today, the group I feel most aligned with my values/goal/action ideas is:	(The group I want to join)
The key ideas I want to contribute to the group project are:	(The activity I want the group to do)
The time and responsibility commitment I am willing to make to the group project in the next 3 months:	
Small Group Project Action Planning:	
Core vision/idea of your group's action project:	
Members of your group & their contact information:	
What information do you want to gather before your group meets again?	
When, Where and How will your group reconnect to follow up?	



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