

# CHAMPS In Action:

## Advancing Community Health Through Evidence-based HIV Stigma Reduction Interventions

Program Participant Workbook



# CHAMPS

*in Action*



Committee for  
Accessible  
AIDS  
Treatment  
Toronto, Canada

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## ACKNOWLEDGEMENTS

This workbook contains handouts and worksheets taken from the CHAMPs-In-Action Training Manual. The training materials 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 Committee for Accessible AIDS Treatment (CAAT) 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 and this Participant Workbook are resources 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 the manual and this workbook 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.

### CHAMP Research Team:

#### Principal Investigators:

Dr. Alan Tai-Wai Li (Regent Park Community Health Centre);  
Dr. Josephine Pui-Hing Wong (Ryerson University) and  
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Fanta Ongoiba (Africans in Partnership Against AIDS)  
Shannon Ryan (Black Coalition for AIDS Prevention)  
Richard Utama (Asian Community AIDS Services)  
Mateusz Zurowski (University Health Network)

#### Staff:

Henry Luyombya; Alessandro Ciro Bisignano; Christian Hui;  
Dale Maitland; Kenneth Poon; and Amanuel Tesfamichael.

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#### CHAMP Alliance Coalition Partners:

Asian Community AIDS Services (ACAS)  
Africans in Partnership for the Prevention of AIDS (APAA)  
Alliance for South Asian AIDS Prevention (ASAAP)  
Centre for Spanish Speaking Peoples (CSSP)  
Committee for Accessible AIDS Treatment (CAAT)

#### Regent Park Community Health Centre:

for providing financial trusteeship

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# SESSION 1

## INTRODUCTION TO ACE – BEING PRESENT & DEFUSION

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

**Total time for each training session: 8 hours**

6 hours of learning activities and 2 hours for activity transition, lunch and breaks.

# LAND ACKNOWLEDGEMENT

## Introduction

**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. 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)

**Facilitator** reads *Land Acknowledgement* at the beginning of every session.

### 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.”

## 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 Committee for Accessible AIDS Treatment (CAAT) in partnership with Africans in Partnerships Against AIDS (APAA), Asian Community AIDS Services (ACAS), Alliance for South Asian AIDS Prevention (ASAAP) and Centre for Spanish Speaking Peoples (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, over 600 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.



## What is CHAMP?

The Community Champions HIV/AIDS Advocates Mobilization Project (CHAMP) was a community-based intervention program conducted by the Committee for Accessible AIDS 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 Committee for Accessible AIDS Treatment <http://www.hivimmigration.ca/index.php/research/caat-research/>

## 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?

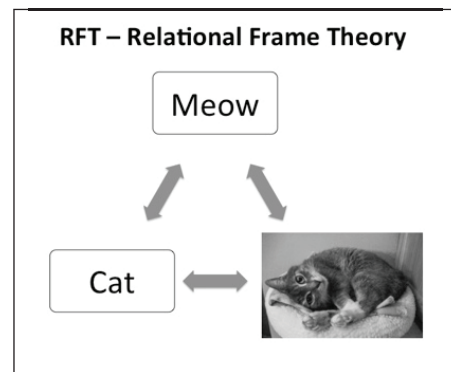
ACT (pronounced as one) refers to Acceptance and Commitment Therapy/ Training. In a nutshell, ACT consists of three steps (Eifert & Forsyth, 2005):

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.

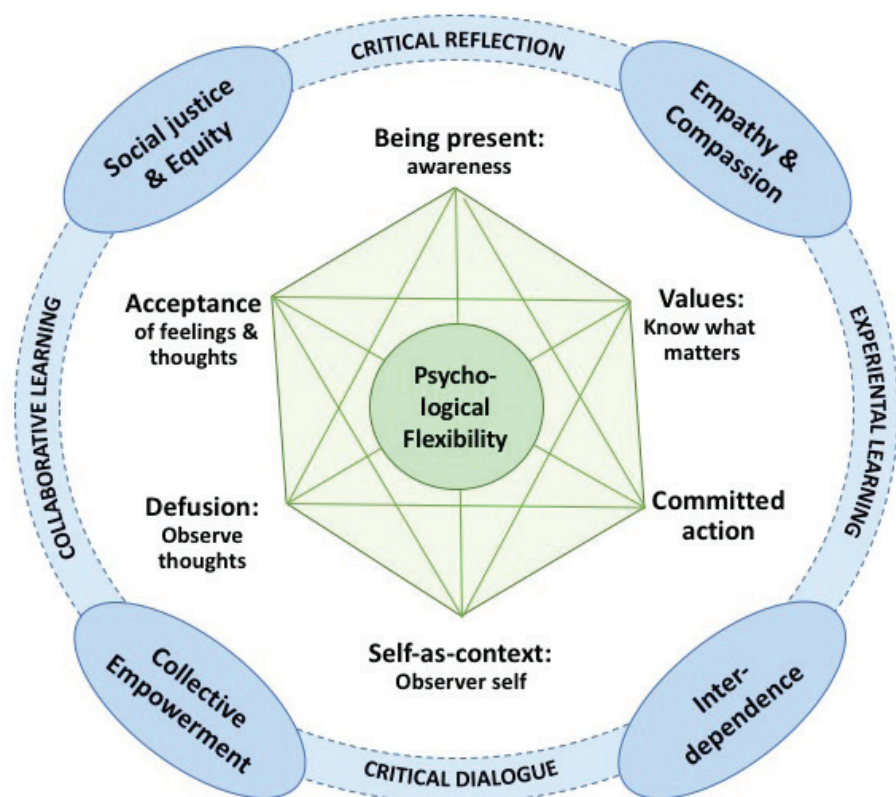
SJCB engages participants in four processes:

- 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 champions.

## Acceptance and Commitment to Empowerment (ACE) Model

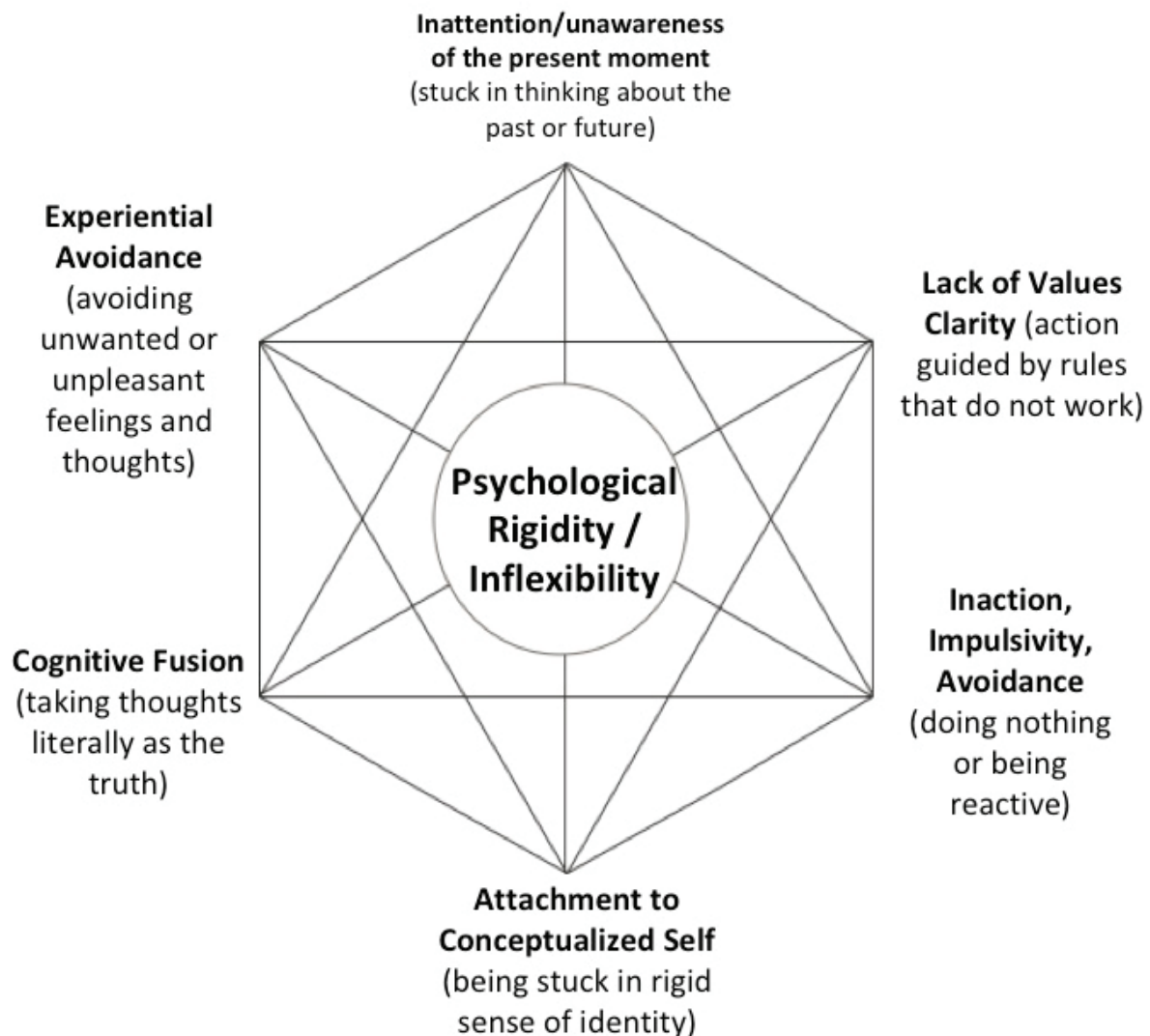


### Source:

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., & 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.

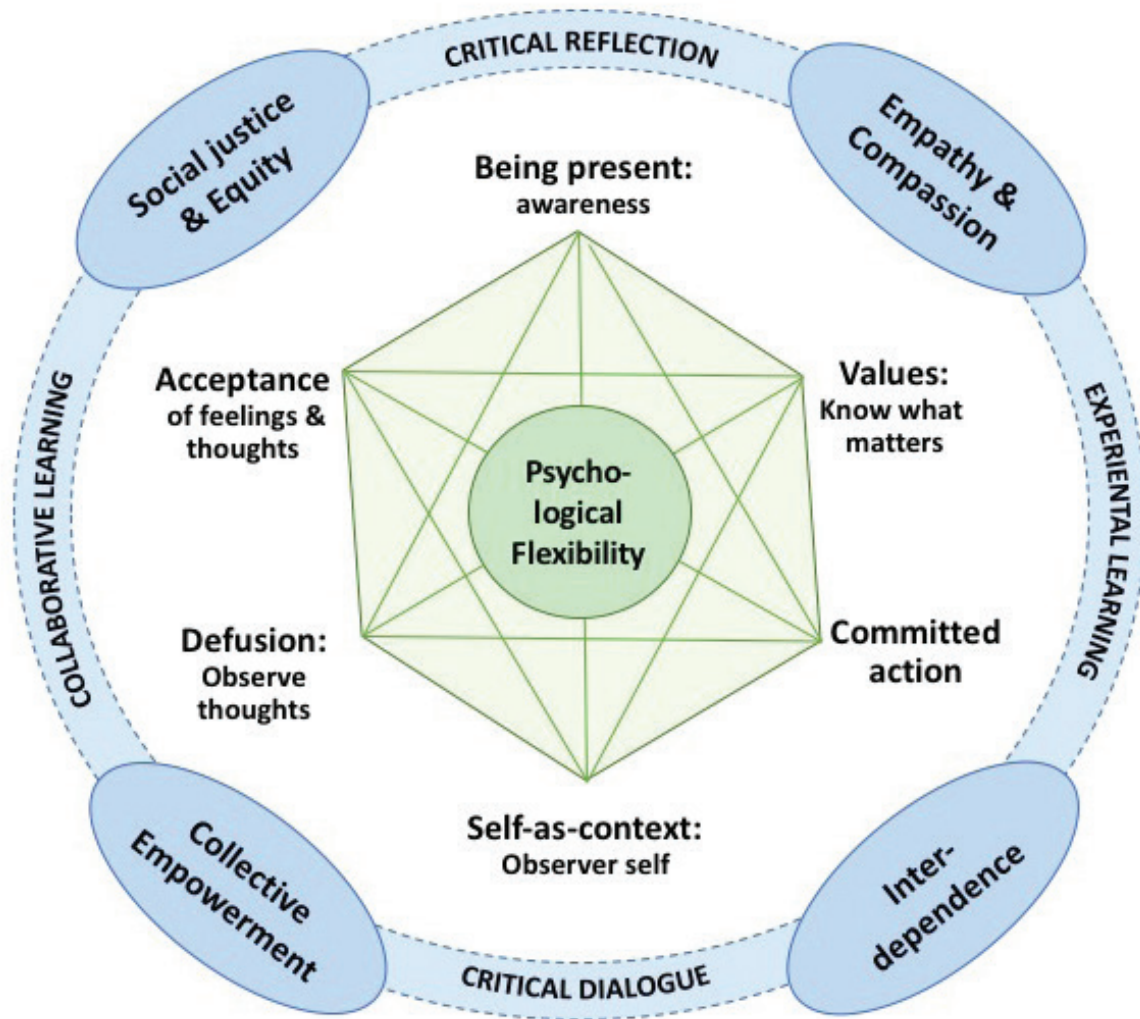
## Handout 1.5.2 (A) – ACE Diagram (Side A) – Psychological Inflexibility

### DIAGRAM OF PSYCHOLOGICAL INFLEXIBILITY



**Handout 1.5.2 (B) –  
ACE Diagram (Side B) – Acceptance and Commitment to Empowerment (ACE) Model**

**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., & 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.

## Handout 1.6.1 – What is Mindfulness

### WHAT IS MINDFULNESS<sup>1</sup>?



“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<sup>2,3,4</sup>, (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-judgmentally” (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: Committee for Accessible AIDS 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

## Worksheet 1.7.1 – Experiences of Stigma in Our Lives

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

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

### **PART B: Small group sharing**

Each person in the small group shares their 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

## Handout 1.8.1 – Cognitive Defusion Techniques

These are some techniques to help us “defuse” from our thoughts – to see thoughts as just thoughts – nothing more and nothing less - rather than being trapped and dictated by our thoughts.

**1. The Mind:** Treat “the mind” as an external event, almost as a separate person, e.g., “Well, there goes my mind again” or “My mind is worrying again”.

**2. Thought Labelling:** Label your thoughts as thoughts, e.g., “I am having a thought that I will not be able to champion any change”) or label the type of thought, e.g., “I am having a judgment that my illness is too terrible to have,” or “I am having a prediction that people will not listen to me”, etc.

**3. Get off your “But”!:** Replace “but” with “and”, e.g., “I would like to speak out on stigma, but I may get nervous” becomes “I would like to speak out on stigma, and I may get nervous”.

**4. Use a variety of vocalizations:** Say the thought very slowly, say it in a different voice, sing it, etc.

**5. Thank your mind:** Thank your mind when you notice it butting in with worries and judgments, e.g., “Thank you mind. You’re doing a great job of scaring me today”. This is not sarcasm...after all, the mind is doing exactly what it was designed to do all of those thousands of years ago- “problem solve” and avoid danger.

**6. Say the thought out loud quickly and repeat it until it loses its meaning:** e.g., I’m useless, I’m useless, I’m useless, I’m useless, I’m useless, I’m useless, I’m useless, I’m useless, I’m useless, I’m useless,.....

**7. Imagine that thoughts are like Internet pop-up ads:**

- A ringing cell phone you can’t turn off, e.g., “Hello. This is your mind speaking. Don’t do too much because you are going to regret it”, etc.).
- Clouds floating across the sky.
- Leaves floating down a stream. You don’t have to dive in. You can watch from a bridge.
- A waterfall. You’re standing behind it, not under it.
- Guests entering a hotel. You can be like the doorman: you greet the guests, but you don’t follow them to their rooms.
- Actors on a stage. You can watch the play; you don’t need to get on stage and perform.
- A passing parade. You can watch the floats pass by. You don’t have to climb on board.
- Suitcases dropping onto a conveyor belt at the airport. You can watch them pass by, without having to pick them up.

**8. Buying thoughts:**

Distinguish between thoughts that just occur and the thoughts that are believed – that you “buy into”, e.g., “I guess I’m “buying” the thought that I’m hopeless”).

**9. And how has that worked for me?** When you are buying a thought, back up for a moment and ask yourself, “How has that worked for me?” and if it hasn’t worked ask, “Which should I be guided by, my mind or my experience?”

**10. Create your own defusion strategy!**





## 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.
- Sitting mindfulness practice can help us to get grounded and develop mindful concentration. You may access a guided mindfulness exercise (Grounding Exercise) developed by CAAT at <https://youtu.be/kLdPRq1vX4Q>
- 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.

<b>Date</b>	<b>Mindfulness activity</b>	<b>What was the experience like? What did you notice? What insight did you gain?</b>



## Take-Away Activity 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 in developing psychological flexibility.

*(Please use this table to list and describe your experience of getting stuck, and come prepared to share with the rest of the group.)*

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

## Notes & Reflections

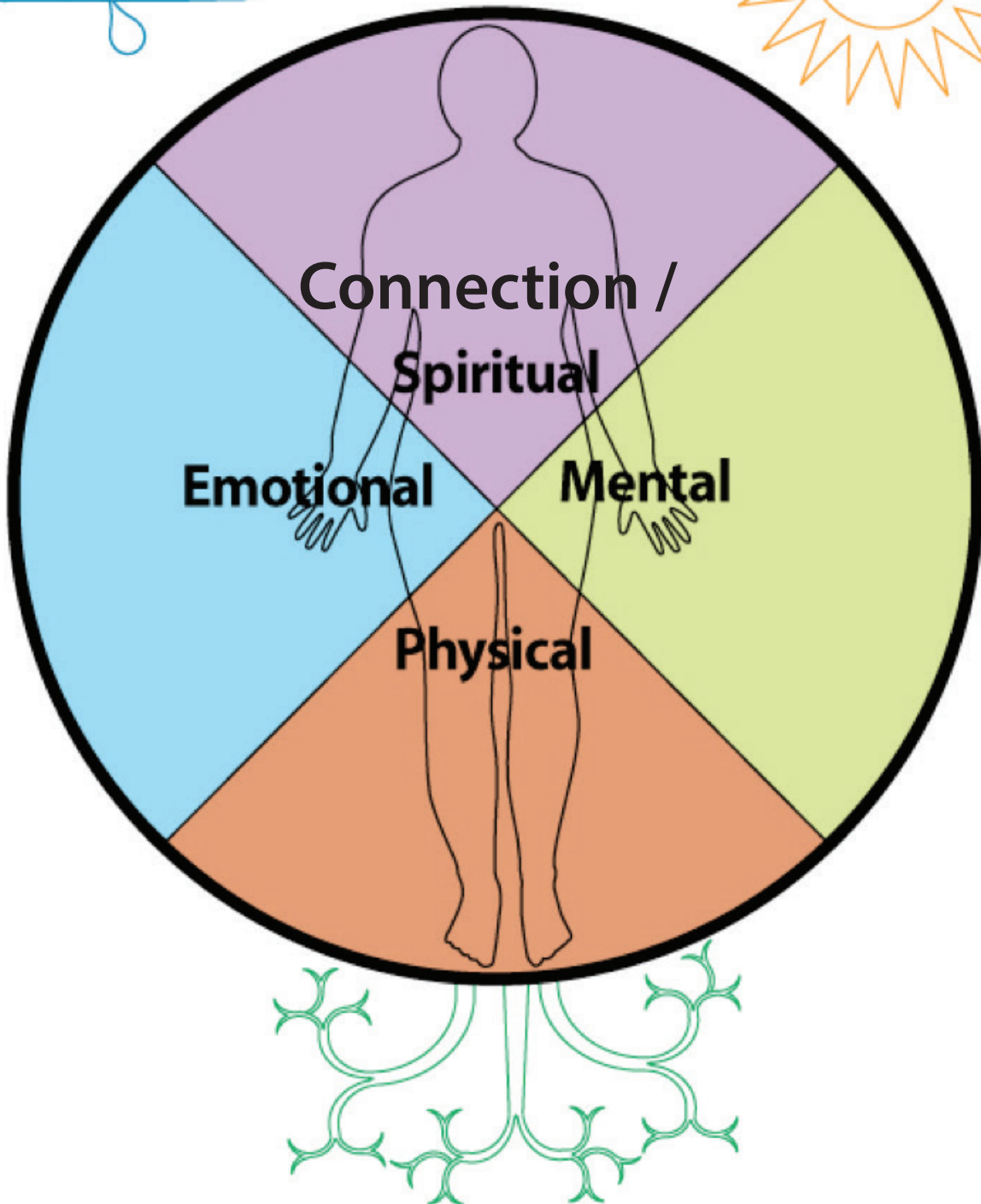
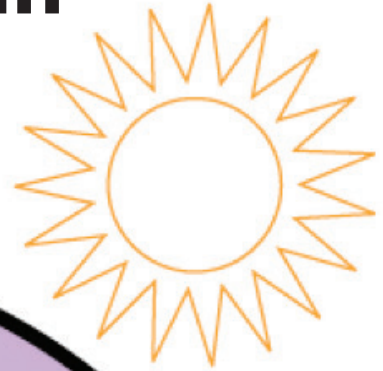
## SESSION 2

### ACCEPTANCE, EMPATHY & SOCIAL JUSTICE

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

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

# Holistic Check-in



**Source:**

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

**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 difficult or are hesitant to ask. (3 min)

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

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 tells 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 difficult or are hesitant to ask.

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

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 tells 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 difficult or are hesitant to ask.

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

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 difficult or are hesitant to ask

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

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 2.8.1 – 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 resources 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? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 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 in 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 with 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 with 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."

1. "Now holding this 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."

2. "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."
3. "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."
4. "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: Committee for Accessible AIDS Treatment

## 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.

<b>Date</b>	<b>Mindfulness activity</b>	<b>What was the experience like? What did you notice? What insight did you gain?</b>

## 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.

<b>Date</b>	<b>Applying CHAMP Learning</b>	<b>What was the experience like? What were the successes and challenges?</b>

## Notes & Reflections

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

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

## Handout 3.2.1 – Feelings and Human Needs

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The following lists of needs and feelings are neither exhaustive nor definitive. They are 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			
<b>CONNECTION</b> 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	<b>PLAY</b> joy humour		<b>MEANING</b> 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
	<b>PHYSICAL WELL-BEING</b> air food movement/exercise rest/sleep sexual expression safety shelter touch water		
	<b>HONESTY</b> authenticity integrity presence		<b>PEACE</b> beauty communion ease equality harmony inspiration order

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

Continued on the next page



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The following list of feelings 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.

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

## 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	Determination	Humour	Patience
Advocacy	Dignity Diligence	Inclusion	Peace
Altruism	Discipline	Independence	Perceptiveness
Assertiveness	Diversity	Industry	Practicality
Authenticity	Efficiency	Ingenuity	Preparedness
Autonomy	Empathy	Inspiration	Presence
Awareness	Enthusiasm	Integrity	Productivity
Balance	Equality	Interdependence	Prudence
Benevolence	Excellence	Intimacy	Purity
Calmness	Expressiveness	Joy	Purpose
Caring	Fairness	Justice	Reasonableness
Charity Choice	Faithfulness	Kindness	Reflection
Closeness	Family devotion	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
Dependability	Humility	Participation	Wisdom

## 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 <b>like them to say</b> about me in terms of:	
	What I stood for and cared about throughout my life? (VALUES)	What actions or paths I 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 fear the most 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?"

## 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?**

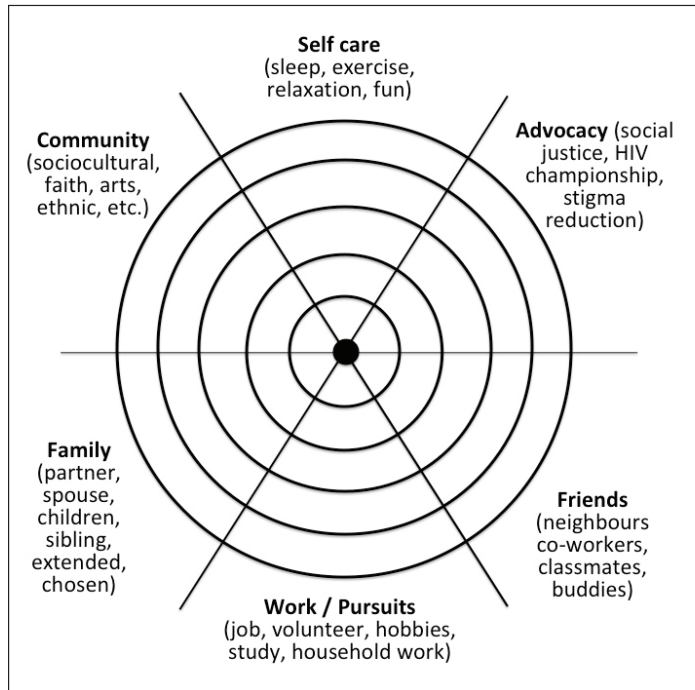
Challenge:	How has our community dealt with it?	What cultural, community values guided these strategies?

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

## 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



- 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?

## 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.

<b>1. What keeps the Bus Driver away from the centre of the bull's eye?</b>	
<b>2. What happens to the Bus Driver the first time doing the activity? The second time?</b>	
<b>First Time:</b>	<b>Second Time:</b>
<b>3. How do your own personal experiences relate to those of the Bus Driver? Did anything that the Bus Driver shared resonate with you?</b>	
<b>4. What thoughts, ideas or reflections about "values and action" came to you while witnessing and/or participating in this exercise?</b>	

## 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](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.

<b>Date</b>	<b>Mindfulness Activity</b>	<b>What was the experience like? What did you notice? What insight did you gain?</b>



## 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.

<b>Date</b>	<b>Applying CHAMP Learning</b>	<b>What was the experience like? What were the successes and challenges?</b>

## 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:

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

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

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

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

## Notes & Reflections

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

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

## Worksheet 4.4 (A) – Case Scenario Description

**Group Name:** \_\_\_\_\_

The main character:
The key issues & challenges:

### **The Case scenario:**

(in about 100 words, tell the story of the situation affecting the people in the case)

--

**Title of your story:**

---

## 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

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) <b>Individual level?</b>  (b) <b>Interpersonal/Community level?</b>  (c) <b>Government/Institutional level?</b>	
<b>Who</b> needs to be engaged and influenced to make the changes?	
What <b>message</b> do we need to communicate to influence these people?	
What <b>strategies</b> can we use to influence these people?	
What <b>resources</b> do we need? (People/partners, information, funds, technology, etc.)	

## Worksheet 4.5.1 – CHAMPs-In-Action Training- blank table

Agenda/Activity:	Learning Domains
Holistic Check-In & Land Acknowledgement	
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	



## Worksheet 4.6.1 – Community Action Project Planning Worksheet

<b>Aligning my personal goal with group goal:</b>	
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:	
<b>Small Group Project Action Planning:</b>	
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?	

## Notes & Reflections

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## **My Personal Committed Action**

# Insights and Reflection



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