



THN VOLUNTEER CORE HIV TRAINING PROJECT - ARAO MODULE

Facilitator Guide

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VOLUNTEER HIV CORE TRAINING PROJECT

TORONTO HIV/AIDS NETWORK (THN)

ANTI-RACISM ANTI-OPPRESSION (ARAO) TRAINING MODULE

FACILITATOR'S GUIDE

PURPOSE NOTE: THERE IS A LEARNING OBJECTIVES SLIDE # THAT SUMMARIZES PURPOSE, RATIONALE AND OBJECTIVES BELOW.

RATIONALE

TARGET AUDIENCE

accepted into core training.

DURATION

OBJECTIVES

SESSION OUTLINE

Welcome and Introduction to the ARAO Training Module (10 min)

- Introduction of Facilitator(s)
 - Module Ground Rules/ARAO Principles
 - Introductory Exercise - assessment
 - Module Objectives
- Life Boats Exercise - You, Me and We (30 min)
 - What is an ARAO Framework? (50 min) ends with Triangle Exercise
 - Rope Exercise (10 min) *Last exercise at the end - Someone from OAHAS usually delivers this ➤ Session Wrap Up (10 min)

FACILITATORS / TECHNICAL EXPERTISE

It is strongly recommended that only skilled facilitators lead this module, preferably facilitators who have done extensive Anti-Racism Anti-Oppression training and development. Facilitators should also have a solid skill base around mediation and conflict resolution and be prepared to effectively maintain the overall training module's Ground Rules/ARAO Principles at all times.

*Facilitators should also be experienced and skilled in supporting participants to navigate emotional reactions to seeing themselves as privileged beneficiaries and potentially perpetrators of oppression or as targets and potentially disadvantaged targets of oppression. This can surface as guilt, resistance, anger, frustration, sadness or even shutting down from participation. At the same time this may also surface in very spirited engagement, dialogue and learning from participants who are passionately motivated. This may play out in challenging ways for a facilitator in individual expression and participation or in the exchange and dialogue between participants during group discussions. It will be important for facilitators to remind participants at the beginning of the module and during key exercises such as the Lifeboats and viewing of the Miniature Earth video clip of the potential emotional impact and possibly challenging dialogue and learning. When introducing the Ground Rules, reinforce them as key tools for everyone to be mindful of and follow to help the group to not only move constructively and respectfully through the training but to also model culturally competent ARAO practice.

While it will also be helpful to encourage participants to take care of themselves it will be important to highlight any other supports available in the environment as needed by participants such as counselors on hand throughout this and any other module. Where possible it is encouraged that there be two facilitators.

OPPORTUNITIES FOR PHA INVOLVEMENT & INPUT

Consistent with the GIPA principles and the meaningful involvement of people living with and affected by HIV, the ARAO module will highlight PHAs as a key element of the diversity to be considered in the implementation of an ARAO framework. As such there will be opportunities to address the participation of PHA volunteers and the barriers that PHAs may face in the organization. PHAs are welcome to contribute personal perspectives, knowledge and experience to bear on the training at their own discretion and to their own comfort level, but no one should be asked to disclose. PHA personal experiences can be provided by ASO staff, clients or volunteers, the training facilitator, and training participants who are PHAs.

MATERIALS & EQUIPMENT

- Flip charts,
- Markers,
- Adhesive for posting to the walls (unless Post-It flipcharts are used)
- Power-point presentation slides
- LCD projector/laptop setup with internet access or video on laptop
- Workbook
- Facilitators Quick Reference Agenda
- Evaluation Form - *handed out end of day*
- Rope - *OAHAS*

PREPARATION CHECKLIST

- Review Detailed Module Activities in the Method & Delivery of Session section in this module □
Ensure materials are copied and equipment ready
- Ensure training space that allows for participants to move around and chairs for sitting as needed
- Additional preparation considerations outlined in the Method & Delivery of Session section in this module

GLOSSARY OF TERMS

*Please see glossary in the Workbook. Note that this glossary should be revised and updated in keeping with evolving terms and definitions.

METHOD & DELIVERY OF SESSION

The module is designed as a set of activities accompanied by a Workbook¹ and PowerPoint Slides² referenced throughout as well as an Agenda (to be adapted from the Session Outline on page 1 or the Facilitators Quick Reference Agenda)³. Used as a whole, the module would be the equivalent of a two-hour workshop. Based on the needs of your organization's volunteers with limited time, you may decide to use only some of the activities based on each activity's objectives. It is not recommended that you break the module apart, as the essence of the objective may be lost. Using each activity's allocated time allotment, determine your objectives and which activities will be most appropriate for your goals.

¹ THN – Volunteer HIV Core Training Module – ARAO Training Workbook Template – November 2013

² THN – Volunteer HIV Core Training Module – ARAO Training PowerPoint Presentation Template – November 2013

³ THN – Volunteer HIV Core Training Module – ARAO Training Facilitators Quick Reference Agenda Template – November 2013

Module Activities:

ACTIVITY ONE – INTRODUCTION TO THE MODULE

Objective: To introduce the Module and the Facilitators, reinforce ground rules/expectations - ARAO principles and set the tone for the training.

Materials and Equipment: Slide presentation, Workbook/Glossary and Agenda

Module preparation: Review session ground rules to highlight key examples. Hand out materials.

Timeframe: 10 minutes

Handouts: slides and ground rules

FACILITATOR INSTRUCTIONS:

1. INTRODUCE THE MODULE AND YOURSELF.

Acknowledgment Slide 1 - THN partner organizations and members who provided invaluable work and input in the development of this training module. Thanks to the developers Douglas Stewart of Competence Consultants & Associates and Beth Jordan of Adobe Consulting Services

Tony Nobis slide 2 - We remember Tony Nobis (OAHAS) who gave great support to the training program as a whole, an original leader on this module and gave the Rope Exercise to it.

OUTLINE THE FOLLOWING IN YOUR OWN WORDS:

“This resource is seen as an **essential component** of volunteer capacity building to engage in an **organization’s efforts to respond effectively** to the diverse needs and identities of the participants who use its services.”

REVIEW AGENDA.

REINFORCE GROUND RULES/EXPECTATIONS – ARAO PRINCIPLES.

Introduce the Ground Rules as a tool to communicate ARAO expectations and the intended interactions and environment. Remind participants of the potential emotional impact and possibly challenging dialogue and learning. Reinforce the Ground Rules as key tools for everyone to be mindful of and follow to help the group to not only move constructively and respectfully through the training but to also

model culturally competent ARAO practice. *[Ground rules reviewed opening session- highlight again for this module- they will be in front of their binders]*

2. Encourage participation in introduction - important way to help participants learn and to learn with people from diverse agencies.
3. Introductory Exercise - to assess where the participants are in their knowledge of AR/AO

ACTIVITY TWO – LIFEBOATS EXERCISE

Objective: *continue to get people talking, moving around the room, communicating with each other, identifying and finding out more about the range of diversity among training participants and the agencies. This exercise also surfaces range or lack of diversity reflection or representation as well as assumptions participants may have about different elements of diversity.*

Materials and Equipment: *Slide presentation, open space for participants to move around and chairs for sitting as needed.*

Module preparation: *Review the Lifeboat categories and identify key ones to cover. (advice received to NOT use: gender, race, sexual orientation, HIV status from the original list- not 'core', keep a safe space for new volunteers. Examples: (you may have others) suggest to use only two due to time.*

- Favourite colour
- Length of time volunteering/working in ASO, health-care, social/ community services (or other related field)
- Country you were born in; parents; grand-parents

Timeframe: *30-40minutes*

Handouts: *Point out Lifeboats slide 7 in Slide presentation (graphic only, no identities listed)*

Facilitator instructions: *this needs revising now that the more sensitive identities have been removed from this exercise, especially most/all of second bullet could be cut. Left in for review/revisions –for now shorten considering a less sensitive exercise and other more relevant to the topic exercises to do.*

- *Prior to starting the exercise, let participants know the objective of the exercise and that they will be moving around.*
- *Advise participants that the exercise will mean that they will have the opportunity to share information about themselves that may not always be comfortable to share. Advise them that as they move through the different categories of identities they may experience levels of discomfort that may have emotional impact therefore they have the right to share only as much as they are comfortable even if it means for some categories identifying in a group other than the one they belong to. Encourage that if they are able, it would be helpful to share with the group the reasons when they are finding certain categories uncomfortable as this may help to surface key barriers that exist for participation and access for others as well.*

- *It is very important to let other participants know that this is a self identification exercise and they should not tell others where to go even when they think they are in the wrong group. If a participant thinks someone is in a group they don't seem to belong to, then they can respectfully inquire during the sharing as they then may receive newer understanding about the individuals' social location in the world.*
- *Advise that for those who have difficulty moving around, other participants will be encouraged to move to where they are as required during the exercise. As there will sometimes be standing for long periods of time participants can pull up a chair to sit in their groupings.*

THE EXERCISE:

1. *For each category say it out loud and ask participants to find others who share the same identities within the category and form a group with them. For the length of time category they would form a line from most recent to the longest.*
2. *After each category, participants would be asked to share their location and observations, as they are comfortable doing. Participants may find that they do not neatly fit into one group and may be between groups in a category, i.e. their parents were born in different countries. They can also change locations as they hear other's sharing.*

This exercise usually begins to surface the various ARAO issues: socio-political histories, immigration experiences, gender disparities, etc... Link this dialogue to the implications for the work of the ASO. [If using time volunteering: value all—those with long volunteer experience, welcoming those joining for their commitment]

3. Check in on personal impact for participants by debriefing their reflections and highlighting relevance to the work of the organization and implications for the work of ASOs and their role as volunteers – focus on strength in diversity.
 - Issues you can highlight include invisibility/complexity of some identities contributing to misleading assumptions, potential stereotyping; privileges and power associated with various identities including the different levels of comfort to disclose and the importance of checking out or clarifying identifying information relevant to the service relationship and needs of clients/service users.
4. *Wrap up the exercise by reviewing slides 8 (Culture) and 9 (Dimensions of Cultural Diversity) to reinforce an understanding of culture and cultural diversity.*

Depending on the size of your group and the level of engagement you may not get through all the categories so it would be good ahead of time to identify key categories to cover. You can point out the categories you did not get a chance to cover for participants to think about.

ACTIVITY THREE – WHAT IS AN ARAO FRAMEWORK?

Objective: To outline elements of an ARAO Framework, related definitions, concepts and its implications for ASOs and the role of volunteers in this.

Timeframe: 50 minutes

Handouts: slides 9, 13,14, 16 in the *Slide presentation and pages 3 – 4 of the Workbook*

FACILITATOR INSTRUCTIONS: This is an interactive presentation through slides 9 – 17 with a small group activity on Slide 16.

1. As you move through Slides 10 and 11 in defining Oppression, give examples and ask group for examples in society.
 - a. While Step 6 in this Activity will explore ways in which specific examples of oppression occur and have impact in society it will be important at this point to highlight key examples of oppression relevant to the context of the work of ASOs such as racism, heterosexism/homophobia, sexism, transphobia, and ablism as it relates to AIDSphobia for people living with HIV. Be prepared with examples in case participants are not forthcoming. Referring to definitions in the accompanying Workbook glossary will also be helpful.
 - b. Links can be made to the Lifeboats Warm-up exercise by asking participants to reflect back on examples, stories or experiences shared as the various identities were explored.
 2. Reinforce the need to be “Active” around anti-oppression on slide 12 to indicate and evidence real commitment, purpose and action. That we can’t pick and choose, the framework requires “Active” commitment and action against all oppressions.
- d
3. For Slides 13 Dimensions of Cultural Diversity & 14 Oppression– Inquire of participants where and how they could intervene to address the cycle.
 4. For Slide 15 – review areas of the organization that the ARAO Framework apply and ask volunteers to identify in which area they might be interested in to engage in the organization’s ARAO efforts as volunteers.

TRIANGLE EXERCISE

5. Slide 16 –*Break participants into small groups of no more than 5 people and assign them a form of oppression. Ensure that key forms of oppression relevant to the ASO context such as Racism, Homophobia/Heterosexism and Sexism, Transphobia, and Ablism are included. Have them complete the exercise guided by the task instructions in the Workbook allowing for 15 minutes in small groups for the task.*
 - a. Wrap up exercise with groups posting their sheets (or just have someone in each group read out what they came up with) and participants doing a walk about to review the posted information. General discussion will include questions, clarifications or comments that will be addressed by individual selected from each group. If time allows the selected individual can present their groups information.
6. Pose the question to participants for general sharing For
Slide 17 –.
 - a. Add some examples of key expectations from volunteers such as not discriminating, being self reflective and open to feedback when they may have been experienced as discriminating or demonstrating oppressive behavior, being an ally to oppressed groups by identifying, intervening or reporting discrimination or oppression they witness, working in open welcoming ways, participating in ARAO related initiatives, further awareness training, etc... If time allows, for a few minutes, they can initially do this in small groups or in pairs before sharing out to the larger group. (spare time is not likely)

ACTIVITY FOUR – Rope Exercise (slide 18 title)

Bringing people in a circle together at this point is affirming. *Sums up key messages in a simple and concrete way.

WRAP UP

Objective: Affirm learnings and closes module.

Materials and Equipment: Last Slide

Module preparation: Be familiar with any sector or organization opportunities for further learning

Timeframe: 10 minutes

Handouts: Slide 19 in Slide Presentation and Evaluation Tool

FACILITATOR INSTRUCTIONS:

1. Close the module thanking the participants for their participation, affirming their commitment to ARAO and flag the Glossary of Terms as a take away for further learning, other related modules in the Volunteer training such as Communications, GIPA/MIPA and AODA and other opportunities that their organization may have in place for further learning about ARAO.
2. Options: to do a checkout with the group asking participants to speak about one thing they are taking away from the ARAO training OR if time short, the Rope Exercise can end the session with the positive inclusive impact of everyone holding on to the rope.
3. Feedback Forms will be handed out at end of day.

ADDITIONAL TOPIC AREAS FOR EXPLORATION

The topic areas below are some examples of areas that are recommended for additional follow-up training with volunteers over time. It is not an exhaustive list so there may be many additional examples to further explore. □ Further Practical Application of the ARAO Framework – Understanding the Elements of Cultural Competency

- Self Awareness/Reflection, Listening, Giving and Receiving Feedback
- Legislation – Ontario Human Rights Code, Bill 168 Violence Prevention, AODA (Accessibility for Ontarians with Disabilities Act)
- Trans Inclusion
- GIPA/MIPA

REFERENCES / RESOURCES

- Power-point presentation
- Workbook
- Facilitators Quick Reference Agenda
- Rope Exercise

LINED SPACES FOR COMMENTS/OBSERVATIONS

- Evaluation Form

ACTIVITY SHEETS

- Facilitators Quick Reference Agenda

HANDOUTS

- Agenda
- Power-point Slides (As determined for each training group)
- Workbook

*The THN – Volunteer HIV Core Training Anti-Racism Anti-Oppression (ARAO) Training Module and its materials is intended to be used, photocopied and distributed to session participants, only as part of the THN Volunteer Training Program delivery of this training.