

SESSION 3
Training Aids

SESSION 3

TRAINING AID 1

Guidelines for Adapting Demonstration and Practice Scenarios

The demonstration scenarios outlined in Training Aid 2 are designed to reflect some of the situations that may have been experienced by friends and acquaintances of opinion leaders. The experiences depicted are family rejection and incarceration, factors that contribute to behaviors that increase HIV infection risk. The sample response illustrates how a message that validates the listener and encourages a positive sense of self-worth can be incorporated into a risk reduction conversation.

In some cases, the scenarios provided in Training Aid 2 and the practice scenarios outlined in Training Aid 3 may not resonate among black MSM in your community or the opinion leaders being trained. You are encouraged to adapt these scenarios and create new ones that reflect the realities of your community.

Observe the following guidelines when adapting or creating new scenarios:

- Describe the context of the situation incorporating the sociocultural factors and situations (e.g., family or community rejection, incarceration, poverty) and behavioral factors (e.g., survival sex) that put the individual at risk for HIV. Use information generated by the opinion leaders in Session 1 (“Why *d-up!*” and “How It Works”).
- Include statements illustrating the opinion leader’s concern for a friend’s wellbeing and their current efforts to engage in safer sex practices.
- Include a suggested opening statement describing how the opinion leader might start the conversation.

To create sample responses to adapted or newly created scenarios, integrate the elements of an effective risk reduction message and include statements where the opinion leader:

- Acknowledges the feelings (e.g., anger, indifference, fear/anxiety) their friend may have about the current situation described in the scenario
- Expresses empathy toward their friend’s situation
- Promotes a positive sense of self-worth by assuring the friend of their importance and value in terms of health and overall well-being as a black MSM

Ask appropriate stakeholders within or outside of your organization who are familiar with the targeted social network to review the new or adapted scenarios before using them in the training. This will help ensure that the context of the scenarios will be understood by

prospective the opinion leaders, and that key messages identified above are well integrated.

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TRAINING AID 2

Demonstration Scenarios

Demonstration Scenario 1

You are talking with one of your friends who has been on his own since he was 16. He is now 23. He shared with you when you first met that after being tired of questions from his mother about why he never brought girls home, he finally confessed that he was gay. It was a bad scene. His mother wouldn't stop crying, and his father told him to leave and threw his stuff out. He has lived from place to place since you've known him, and has admitted to occasionally trading sex to get what he needs. You are concerned about him not taking precautions to protect himself from getting infected with HIV. You want to raise the subject of safety in a way that won't turn him off. You will have to start the discussion with him.

He says, "What's up?"

You exchange greetings and, when the opportunity presents itself, deliver a message that talks about the importance of everyone taking care of themselves and feeling that they are worth taking care of.

Sample Response

I've been seeing this new guy, and we've been kicking it lately. We've been talking about getting serious. We have both had our share of hookups in the past, so HIV scares us. We are talking about the need to be safe and protect ourselves and each other. You know guys like us, we don't always have families that act like they care about us, but we have to care about ourselves. I'm glad that both of us are committed to being safe because we are both worth it. I know a lot of boys are making that decision too and aren't trying to hit skins without using a condom. There are too many diseases out there—not trying to go out like that! Making a switch to safer sex takes the worry out of sex. Besides, you can never tell where these guys have been, no matter how good they treat you.

Demonstration Scenario 2

You are talking with a friend who just started a relationship with a guy who has been out of jail about 6 weeks. He has been talking about the great sex they have been having. You heard that condoms are hard to come by in jail and that your friend's new partner had sex without a condom while in jail. You want to encourage your friend to have safer sex without pointing a finger at his partner and pushing him away. You will have to start the discussion with him.

He says, "What's up, yo?"

You exchange greetings and, when the opportunity presents itself, deliver a message that describes the importance of always being careful.

Sample Response

Just trying to maintain. It is getting hard out here to not turn these boys out. I always have to keep my piece strapped. Nothing wrong with great sex, but I can't mess around nowadays without a condom. It is too much being passed around out here, and some of this stuff, I want no part of—feel me. The same dude who is giving me some brain today can be giving it to the next man tomorrow. I don't know about you, but I ain't fond of pissing razor blades, and that's if you are lucky. I'm still putting it down—don't get it twisted. These guys know I'm packing. I just have to put my hat on before I put it down.

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TRAINING AID 3

Practice Scenarios

Instructions for Facilitators

1. Divide opinion leaders into groups of three, and instruct them to sit in circles.
2. Give each opinion leader a copy of the Practice Scenario 1.
3. Give the groups the following instructions:
 - a. Take 5 minutes to read the scenario and think about how you would initiate and conduct a risk reduction conversation.
 - b. If you prefer, write down your ideas.
 - c. As a group, discuss possible conversations.
 - d. Two members of the group will role-play the scenario.
 - e. Briefly discuss the role-play, referring to the Elements of Effective Risk Reduction Conversations.
4. Distribute the second set of scenarios to opinion leaders, giving each opinion leader a different scenario. Make sure that each group has at least one scenario that reflects one of the sociocultural factors that have been discussed:
 - a. Negative message about same-gender activities delivered during religious or spiritual services
 - b. Incarceration
 - c. Family or community rejection
 - d. Homophobia
 - e. Racism
5. Give opinion leaders the following instructions:
 - a. One person will assume the role of opinion leader, a second person will assume the role of a friend or acquaintance, and the third person in the group will be an observer.
 - b. The person assuming the role of opinion leader will read the scenario to the group and then begin the role-play.
 - c. Each conversation should last at least 30 seconds.
 - d. During the role-play, the observer should keep the elements of effective risk reduction conversations in mind.
 - e. At the end of the first conversation, the observer should give the opinion leader feedback on how the elements of effective risk reduction conversations were incorporated into the conversation and provide recommendations to improve the conversations.

- f. Observers and the person playing the role of friend should provide positive constructive feedback.
 - g. Switch roles until everyone in the group has had an opportunity to be an opinion leader.
6. Circulate among the small groups, providing constructive feedback and making note of opinion leaders having difficulty or who may need additional support.
 7. Reconvene the group and debrief the practice.

1. Steven is bitter and weary about all the talk about HIV prevention. To him, it seems like the messages always say gay = AIDS—on billboards, in magazines, at bus stops, and on posters stapled to telephone poles. When he was growing up on the streets, he was a black boy and a sissy; in the schools, he was a black boy and a punk; at church, he was a black boy and a pansy; and at home, he was a black boy and a faggot. He does not believe that anyone cares if he lives or dies. What does it matter if he uses a condom or not?

2. Kobe revealed to you that he “came out” when he was 18. He confessed that his whole family had a fit. If they weren’t crying, they were cussing, he said. The thing that hurt most of all, Kobe said, was that his parents were so angry that “they tossed all my stuff in the yard, changed the locks on the door, and said they didn’t have a son any longer.” Ever since that day, Kobe has been on his own, living from place to place—sometimes with friends, sometimes in homeless shelters. You are not sure, but you think that Kobe might be trading sex for a place to stay sometimes and even food.

3. You, Jim, and Marques meet for a drink at a local club. Jim excuses himself to go to the bathroom. While he is gone, Marques reveals that he heard that Jim just got treated for the clap again. This makes at least three times to your knowledge.

4. It’s Saturday night, and you’re hanging with your friends at Tim’s place. Dave enters the room with this big grin on his face. You ask him what’s up. Dave admits that he has a new friend. He goes on and on about this new friend and finally admits that there have been times that they had engaged in sex without using protection. He says that his new friend, in fact, doesn’t like using rubbers, particularly for oral sex.

5. You and Stephen have gone to the same church for some time but had never talked until 2 months ago. Both of you were asked to cochair the church's building fund committee. You have had to work closely, and you feel that the two of you have become good friends. You have shared some REAL personal stuff with each other. You know that Stephen is very religious; church is an important part of his life. You even know things about Stephen that he has not even shared with his family. However, there are times when he seems really troubled about something. You have asked if something is wrong, if there is something you can do to help him, but all he has said is that he is "taking his problem to the Lord and things will be all right."

You have started to hear rumors that he might be in the lifestyle, but deep undercover. A friend told you that he has seen Stephen coming out of "The Park" on several occasions late at night—and you know that there can only be one reason for these late-night visits.

6. It's late and you are online again talking with "CEO"—that's his online name. You know this guy's got issues...BIG issues, but he's funny as all get out! He starts talking about how hard it is for brothers like him, who are "not lookers" to find somebody. He admits to you that he is lonely and sometimes does "stupid stuff" just because. As he puts it, "I'm not Denzel, so I get what I can get, with whomever I can get it, and however they will give it to me."

7. It's Thursday night, so you know that Quinton will be arriving at the bar at 11:00 p.m. sharp. He sits down at the bar next to you and asks you about that "thing" on your shirt. You see this as your opening to have a risk reduction conversation. You talk about *d-up!* this, safe sex that, and on and on. Quinton is patting his foot and bobbing his head in time with the music. When you finish your spiel, Quinton says, "Man all that stuff you just said doesn't apply to me 'cause I ain't doing anything with anybody." With that, Quinton gets up and walks away (i.e., talk to the hand!).

8. Reggie and Max have been a pair for some time. You know that Max stopped having safe sex with Reggie right after they became a couple. According to Max, "Reggie is the man I have been waiting for all my life, and I would do anything for him. I know I can trust him." You, however, know two things that are troublesome: (1) Reggie is not hardly faithful, and (2) he doesn't always use condoms. According to Dave, one of Reggie's recent lovers—a REAL man—doesn't wear condoms.

9. You happen to overhear this conversation in the bar about Magic Johnson. You've seen the three guys in the bar before, but don't really know them. But because they are talking about HIV, you listen in. What you hear is the same old thing—Magic is cured from the AIDS and all this @#&! about there ain't no cure for HIV is a lie. One guy, you think his name is Duane, said, "Man, you know there's a cure, and all they're doing is waiting to kill off a few more brothers before they put it on the shelf." Another guy said, "No man, they want to keep us from having any babies—you know, bag your stuff up and flush it down the toilet. If you get all black men using rubbers and flushing their stuff down the toilet, no more black babies."

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TRAINING AID 4

Risk Reduction Conversation Practice: Suggestions for Facilitators

Manage the Time and Task

- ▶ Conversations should last at least 30 seconds.
- ▶ Monitor and manage the process so that each opinion leader has sufficient time to practice.
 - Minimize discussions of the content of the actual scenario.
 - Tactfully redirect discussion about the role-play to feedback and recommendations that will help opinion leaders enhance their conversations.
- ▶ Encourage and remind opinion leaders to use the elements of effective risk reduction conversations when providing feedback.
- ▶ Expect opinion leaders to be nervous. Assure them that it is natural to feel nervous. Emphasize your desire for them to be the best opinion leader that they can be.

Facilitate the Feedback Process

- ▶ After the role-play, ask the opinion leaders to assess the conversation. Discourage the tendency to start describing what they forgot to say or do.
 - Ask them to describe what they did well first.
 - Once they have described what they did well, ask what they would do differently and why.
- ▶ Opinion leaders can use the observation forms as a reference to provide others with meaningful, constructive feedback.
- ▶ After completing the forms, opinion leaders should tell one thing that they liked about the conversation and one thing that they wish would have been different. Limit the opinion leaders to stating only one thing, though they will be tempted to share more.

Provide Opinion Leader Feedback

- ▶ As you circulate between small practicing groups, listen to the feedback being provided by other opinion leaders. You should provide feedback after the opinion leaders have provided their input. When helpful, summarize information already provided and then provide new information. Do not repeat observations that have already been shared. Follow the guidelines and provide the opinion leader with specific and meaningful information that will improve his/her skills in conducting risk reduction conversations.
- ▶ Make note of individuals having difficulties. Provide support and assistance as needed.

Feedback Guidelines

When Giving Feedback

Focus on how the opinion leader was effective—what did he or she do well? Identify areas where improvement is needed. Make sure that your comments will help the opinion leader improve and incorporate the elements of effective risk reduction conversations.

- ▶ Be specific. Tell the opinion leader what you saw, for example, “I liked it when you...” and “One thing that I wish you had done differently is...”
- ▶ Focus on the things that the opinion leader could change.

When Receiving Feedback

Listen for information that will help you develop your skills. Do not compare feedback you receive to feedback given to others.

- ▶ Respond objectively, not personally.
- ▶ Do not defend yourself.
- ▶ Seek clarification, as needed and immediately.
- ▶ Ask for suggestions only as desired and as time permits.

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Activities

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ACTIVITY 1

Planning Conversations

Time: 15 minutes

Materials
<ul style="list-style-type: none">• Newsprint• Markers• Slides 12 and 13

Purpose of the Activity

Provide opinion leaders with opportunities to plan where, with whom, and how they are going to have four conversations over the coming week.

Procedure

1. Divide opinion leaders into groups of four.
2. Give opinion leaders the following instructions:
 - a. Work together as a group to help each other plan the four risk reduction conversations you will have over the next week.
 - b. Discuss how you are going to have the four conversations.
 - c. Discuss where you are going to have the four conversations.
 - d. Think about and discuss with whom you are going to have the four conversations.
3. Review pointers on planning and conducting risk reduction conversations, using Slides 12 and 13.
4. Allow groups 5–10 minutes to discuss plans.
5. Reconvene the large group.
6. Ask groups to share their responses to how, when, and with whom they will have conversations over the next week.
7. Record responses on newsprint.
8. Give feedback and recommendations as needed, keeping your focus positive.

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Handouts

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HANDOUT 1

d-up: Defend Yourself! Conversation Contact Form

My first name: _____

Place of Contact (bar, school, house party, etc.)	Age ¹	Race ²	Gender ³	Summary of Conversation
1.				
2.				
3.				
4.				

Remember to try to have your conversations with friends.

¹Age: Age (best of your knowledge)

²Race: Black (B), White (W), Latino (L)

³Gender: Birth gender (not gender orientation)

