Unit 2

Defining Community

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| OverviewTrainees may come from very different backgrounds. This unit will start the training by building a sense of community among trainees. This process of group identification will be the starting point for establishing a team, its rules, and goals for the training. ObjectivesBy the end of the unit trainees will be able to:* Recall a few facts or stories about their fellow trainees and trainer
* Understand the interconnectedness of the communities to which they belong and see how they are a unique community or team of community educators
* Develop team training guidelines

Materials* *Blank sheets of paper*
* *Flip chart paper*
* *Colored markers*
* *Handouts of your overall training agenda- one copy per trainee*

Approximate time (1 hour 40 minutes) |

# Warm-up/Introduction (30 minutes)

## Trainer notes

This activity should increase each participant’s knowledge about his/her work partners. This will be accomplished by having each trainee introduce another. By the end of this exercise, trainees should have an understanding there are communities within communities.

## Preparation

* *Blank sheets of paper*

## Procedure

**Step 1:** Introduce yourself. Speak for a few minutes about your involvement with community engagement, recruitment or HIV/AIDS advocacy, and how you arrived where you are today.

**Step 2:** Ask the trainees to pair off with the group member with whom they think they have the least in common.

**Step 3:** Partner dialogues

* Ask each pair to find at least 5 things they share in common, focusing on hobbies, career or everyday life (exclude the obvious such as body parts, clothing etc.).
* Ask each pair to tell their partner a true story about themselves, including 1 interesting thing that most people in the room would not know.

**Step 4:** Reconvene the entire group, then go around the room and have the pair share their names, the things they have in common, and their interesting stories.

**Step 5:** Distribute a blank sheet of paper to each trainee.

**Step 6:** Ask each trainees to think of communities or groups that they currently belong to or were part of in the past then list these on the blank paper. (This activity should be done individually).

**Trainer Note:** It’s possible that the trainees may not understand what “*Communities that they belong to*” means. Let them know you will be discussing that more in the next few minutes.

# Presentation of Information (30 minutes)

## Trainer notes

The exercise is designed to help trainees better understand the multiple communities a person may come from, using themselves as examples. Try to ask a more open question about what comes to their mind when they hear the word community? You will start by identifying the individual communities a person may be a part of. Next you will use those individual communities as examples to start thinking of the broader categories of communities that exist.

## Preparation

* *Flip chart paper*
* *Colored markers*

## Procedure

**Our Group**

**Step 1:** Explain that we all identify ourselves with various communities. (As examples: If someone enjoys soccer, they are part of the athletic, or sports community. A nurse is part of the health care community. Someone who likes playing the guitar would be part of a music community)

**Step 2:** Draw a large circle with the words ***Our Group*** as the heading (see diagram). The circle should be fairly large so as to fit the various communities that are mentioned during the introduction exercise.

**Step 2**

**Our Group**

**Step 3:** Ask each person to state the communities they have written on their list then write them inside the circle.

**Trainer notes:** Make sure to write the broad community and not a particular hobby. For example, if someone says they like playing the guitar, this could be described as the “music community.”

Other examples:

* Catholic -> *religious community*
* Soccer -> *sports community*
* CAB member -> *volunteer community*

**Step 3**

**Step 4:** Once each trainee has listed his/her communities, point out that even as a community of [educators, CAB members, etc.] the group actually represents many different communities.

**Our Group**

**Step 5:** Next, draw another small circle that overlaps with **Our Group.** Identify 1 of the communities written in ***Our Group*** and make it the title of the smaller circle, for example “***Religious Community***.”

**Step 6:** Ask the group to think of other religious communities to which they or others may belong.

You may need to help the group think of some ideas such as Protestant, Islam, Hindu, Jewish, Methodist, Animist, etc.

Explain that people from within the religious community come from and represent other communities as well.

**Steps 5 & 6**

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**Our Group**

**Step 7:** Draw small circle that overlaps with ***Our Group*** and label with another community from the ***Our Group*** circle. In this example, we will use “***Sports Community*.**”

As with the example of the “***Religious Community***,” ask the trainees to think about the various types of sports communities they know and write these into that circle.

**Step 7**

**Community Engagement**

**Step 8:** Draw a large circle around all of the smaller circles and label it***Community Engagement****.* Add one more small circle and label it “***Other***.” This circle represents the many other communities that exist that you may not have discussed yet.

**Step 9:** Point out that even though they all are a part of the same community called ***Our Group***, they are also a part of many other unique communities and community engagement encompasses all of these communities. It is important to remember that when talking with people about “The Community,” they are actually talking about communities within communities within communities. People may move from one community to another throughout their lives or may belong to communities that they wish to keep private and discuss with others.

**Step 8**

**Step 10:** Let the group know that they play a key role in being able to link the communities using this larger definition of “The Community.” In understanding all the different communities in which they will be working, they will be able to improve the way in which they build appropriate relationships, make links, and begin to bridge many communities together around the HIV vaccine effort.

# Group work (30 minutes)

## Trainer notes

The exercise on community was meant to orient trainees with the diversity of communities with whom they will be interacting, for them to get to know each other better, and to develop their own sense of community. This next activity is to describe the goals of a multi-unit training and to establish rules and structure for how this “community” will work together.

## Preparation

* *Flip chart paper*
* *Colored markers*

Before beginning, hang 3 flipchart sheets on the wall side by side in the front of the room. The first will be titled **Parking Lot**, the second **Rules**, and the third **Goals**. To save time, you may want write the goals and rules on the paper ahead of time, covering them with another sheet of paper until you are ready to use them. You can then expose 1 goal (or rule) at a time as you read through them. Note: the suggested goals listed on the next page are only relevant if you are doing a comprehensive training with all of the units in this training manual. Make sure to only use the goals that are relevant for the trainings you are providing.

**Goals**

**Rules**

**Parking Lot**

## Procedure

**Step 1:** Explain to the trainees that this is THEIR training. By the end of this unit, they will have made their own rules and established their own goals for the training. They should also have a fairly clear idea of what they will learn during the training. The training philosophy is very simple – learn from the trainer, learn from each other, learn how to teach others, and build a team. These trainings were developed to be interactive and participatory, and that they rely on the experiences and skills of all the participants.

**Parking Lot**

**Step 2:** Point to the sheet entitled **Parking Lot** and explain that this is where any unresolved issues will be noted. Remind them that many of the answers to these topics usually work themselves out during the training, and it will be the responsibility of the group to ensure all issues are resolved by the end of the training.

**Step 4**: Next, ask the group to establish some ground rules and goals for the training.

**Rules**

1. Respect others’ opinions.
2. Help each other learn.
3. No stupid questions!
4. Etc…

**Step 5:** On the sheet entitled **Rules** write down these 3 rules to get group started (or remove paper covering list if already written ahead of time). 1*. Respect others’ opinions 2. Help one another learn 3. No stupid questions!* Continue listing the rules the group comes up with.

**Goals**

Goal 1. Learn HIV vaccine basics

Goal 2. Create a clear and coherent message.

Goal 3. Develop a team

**Step 6:** Now move on to the **Goals** sheet. First write out the broad goals (1-6) that are listed below (or remove paper covering list of goals if already written ahead of time).

**Step 7:** Write down (or read) Goal 1 and explain it before writing down Goal 2, and so on until you finish with the list. The rationale for each goal below is written out in the first person voice (*“I/We”)* so as to give you an idea of how each goal can be explained to the group.

* **Goal 1: Learn HIV vaccine basics.** “*I understand that not everyone here has a background in medicine or HIV vaccines. Therefore, I do not expect that anyone will know all of the answers before we begin. I do think, however, that we can learn a lot together about the basics of HIV vaccines.”*
* **Goal 2: Create clear and coherent messages.** *“By the end of this training, I hope that this group will understand the importance of clear and concise messages about HIV vaccines, research, clinical trials, and the other topics. I also intend for the group to begin to feel comfortable forming these messages on their own.”*
* **Goal 3: Develop a team.** *“Today we start as work companions, some of us previous friends and others strangers. By the end of this training, we will be a team. We need to form a team atmosphere throughout this training and into our work as community educators [or CAB members].”*
* **Goal 4: Gain practical experience.** *“The only way to truly improve your skills is through experience. Therefore, this training will focus on giving each of you practical experience.”*
* **Goal 5: Obtain tools to train others about HIV vaccine trials and research.** “*The intent of this training is to give you the information, tools and skills to train other local educators as well as educate other people in the community about HIV vaccines, clinical trials and research.”*
* **Goal 6: Identify how and where to obtain new information.** “*The only way to train others and stay informed is by having up-to-date knowledge of the issues. It is essential that everyone know where to look for this new information.”*

**Step 8:** Ask the group if there are other goals that they would like to add to the list to reflect what they hope to gain from the training. Make sure the goals suggested by the group fit within the scope of the training. If they do not, try to re-word them in such a way that they fall within the previously stated goals, or within one of the outcomes of the sessions. Write these on the flipchart. By doing this, you will increase the trainees’ feeling of contribution to their own learning. If not, you are free to add additional goals or add it in the **Parking Lot** to address at the end of the training. If it is not possible to address a goal, it is important to be honest and set realistic expectations.

# Wrap Up Activities (10 minutes)

## Preparation

* *Your overall training agenda*

## Procedure

**Step 1: Distribute training agenda.** Review with trainees the list of topics or units you plan to cover during this training. Remind the group that this is their training, and that you are there to help facilitate the learning and move the team forward to reach their goals.

**Step 2:** Ask the group if they have any questions or concerns adding them to the **Parking Lot, Goals,** or **Rules** notes pages if necessary.

**Step 3:** Thank the group for their participation and let them know how excited you are to be working with them.

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| Additional resources* Recommendations for Community Engagement in HIV/AIDS Research. Guidance document by the office of HIV/AIDS Network Coordination (HANC): <https://www.hanc.info/resources/sops-guidelines-resources/community.html#community-engagement>
* UNAIDS/AVAC Good Participatory Practice Guidelines for Biomedical HIV Prevention Trials. <http://www.avac.org/good-participatory-practice>
* AVAC/Good Participatory Practice (GPP) guidelines for TB Drug Trials. <https://www.avac.org/resource/good-participatory-practice-guidelines-tb-drug-trials>
* US Centers for Disease Control (CDC) Principles of Community Engagement, 2nd Edition, 2011: [http://www.atsdr.cdc.gov/communityengagement/pdf/PCE\_Report\_508\_FINAL.pdf](https://www.atsdr.cdc.gov/communityengagement/pdf/PCE_Report_508_FINAL.pdf)
* Defining “community” (article): [http://www.communityroundtable.com/definitions-best-practices/defining-community/](https://communityroundtable.com/definitions-best-practices/defining-community/)
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