

2011



Authentic Me!

**Self Discovery
programme**

For

**Young HIV +
Mothers**

EVE for Life

SKILLS BUILDING WORKSHOP

Table of Contents

ACKNOWLEDGEMENTS	3
INTRODUCTION	4
BACKGROUND AND OVERVIEW	4
COURSE OUTLINE	5
TRAINER’S INSTRUCTION	5
WORKSHOP OBJECTIVES	6
SESSION ONE	6
AUTHENTIC ME! I AM LIFE	6
SESSION TWO	7
AUTHENTIC ME! I AM LIVING	7
SESSION THREE	8
AUTHENTIC ME! I AM ALIVE	8
APPENDICES	9
APPENDIX 1	9
<i>AUTHENTIC ME</i> VERUS ROLES ACTIVITY	9
APPENDIX 2	10
AUTHENTIC ME WORKSHEET	10
APPENDIX 3	11
NO MORE SMALLING UP OF ME	11
(JEAN WILSON)	11
APPENDIX 4	12
A REGIONAL POLICY ON HIV RELATED STIGMA AND DISCRIMINATION HAS BEEN ESTABLISHED IN THE CARIBBEAN WITH THE FOLLOWING GUIDING PRINCIPLES:	12
APPENDIX 5	12
GROUP ACTIVITIES & ICEBREAKERS	13
APPENDIX 6	20
EVE FOR LIFE	20

ACKNOWLEDGEMENTS

EVE for Life through its “I AM Alive” Programme for HIV Positive Women has taken another step in enhancing HIV services in the Caribbean. This workshop manual to train and empower facilitators and HIV Positive Women Peer Educators in delivering peer counselling support and self empowerment is **one** module of the EVE for Life Self Discovery Training Manual for HIV Positive Teen Mothers. It is organized in a way that will make it easy for the Trainer who delivers the training.

Sincere gratitude is extended to funders, technical experts and clients of EVE for Life who contributed to the realisation of this product. Your priceless support and vision of how EVE for Life can help to halt and reverse the spread of HIV in the region have borne fruit. Special thanks to some of the early visionaries: Peter Crawford, Patricia Watson, Joy Crawford, Novlet Dougherty- Reid and Miriam Maluwa.

It is hoped that this material will not just serve as an educational piece, but will in some way lead to decreased prevalence of the HIV epidemic and improved support for those infected and affected by the virus.

I AM ALIVE! Club

Funders since 2010

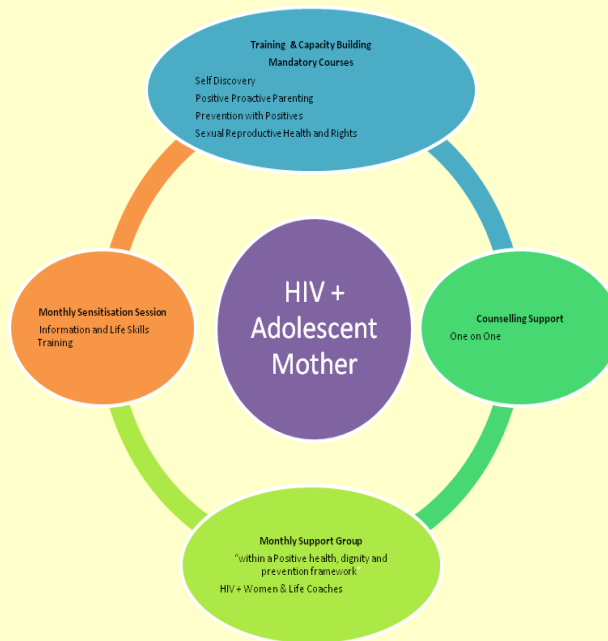
**US Ambassador’s Fund
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Women's Empowerment (UN Women)
Joint United Nations Programme on HIV/AIDS
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INTRODUCTION

Background and Overview

The *I AM Alive!* Programme was developed and implemented as a component of EVE for Life's 'Empowerment Strategies for Women and Children living with HIV' in October 2008. The main goal is to support the growth of women, girls and children made vulnerable by HIV and AIDS, by implementing empowerment education programmes and establishing mechanisms to facilitate healthy life style. As such, the 'I AM Alive!' model of care and support was established as one of the avenues through which this will be accomplished as outlined in the schematic below.

Figure 1: I AM Alive Model (schematic)



Learning that one is HIV-positive can be a traumatic experience, especially for young adults.

This training workshop offers newly diagnosed young women the opportunity to learn positive coping skills to enhance their prevention and treatment capabilities. The training workshop is predicated on the New Thought principle that everyone is essentially good. Women are taught to accept that they are HIV-positive and appreciate the fact that they are alive. They are then encouraged to be open to 'taking risks': disclosure, loving self, forgiveness, and goal planning...

The skills-building session will target individuals living with HIV who facilitate support groups. Participants will be provided practical skills in guiding newly diagnosed persons on a path to self-discovery

This Manual is the first component in a three day workshop of achieving the goal of empowering HIV positive women to becoming participatory and effective advocates in their own growth and development.

While the manual provides the materials for the training, conducting the training can be considered the second step and the final step would be the display of appropriate behaviour by persons who participate in this training. This behaviour will be seen in the application of guided principles used in their interaction with their peers and the general population.

Course Outline (120 minutes)

Authentic Me! I AM LIFE (40 minutes)

The aim of this session is to guide participants into discovering self: potential and power through participatory reflective activities exploring **‘Who am I?’ and ‘Why am I?’**

Authentic Me! I AM LIVING (60 minutes)

This session will engage participants in participatory reflective activities to acknowledge that HIV infection though a reality (fact) is not the defining truth of their lives. That they make choices daily, conscious or unconscious **‘I have the power of choice’ and ‘I have the power to win’**.

Authentic Me! I AM ALIVE (10 minutes)

This session aims to facilitate renewal and rebirth of positive commitment to claiming life through participatory affirming activities.

Trainer’s Instruction

Icebreaker (10 minutes)

Icebreakers are activities done to help participants get to know each other, build team work among groups as well as just to get participants to move about. One such time that the icebreakers for movement are used is when the trainer wants to keep participants alert and involved.

A number of icebreakers are included in **appendix 5**, please choose the most appropriate for your group. The purpose of these icebreakers is to get participants to know each other and begin to develop trust. Some good ones for starting the training are:

- The String Game
- Autograph Bingo
- Icebreaker Questions

Participants' Expectation & Ground Rules (10 minutes)

Materials Needed

Flip Charts

Markers

Post it

The trainer should discuss participants' expectations and ground rules

Record information for each heading on a separate flip chart paper. At the end of the discussion, solicit agreement on the ground rules then post flip charts with participants' expectation and ground rules on a wall in the room for the entire period of the training. Review these as the training progress to ensure expectations are met and ground rules are upheld.

Workshop Objectives (5 minutes)

The trainer should use the introductory section to provide an overview of the course. Share the training agenda, course goal and objectives. Share with participants that they will be expected to complete an evaluation and commitment form at the end of the training.

SESSION ONE

Authentic Me! I AM LIFE (40 minutes)

The aim of this session is to guide participants into discovering self: potential and power through participatory reflective activities exploring **'Who am I?' and 'Why am I?'**

1. The session starts with a short film/discussion/visualisation on the birthing process to explore *how* conception takes place, establishing the good/miracle in conception despite environment, affirming the purposefulness of creation – focusing on feelings, e.g. was I born special?
Do role playing exercise: "My roles versus my authentic self" (Appendix 1). Allow each participant to first pick from a container one role, have them role play and have the other participants guess the character. Discuss how we arrived at the conclusions. Note that we can play any and many roles changing as we choose. Then have them choose one defining trait and reflect on the permanence of these attributes.
2. Participants will then do an exploration of self – connecting, evaluating and affirming. Some questions they will process include: Describe in three words how you feel when something great happens to you? What is my purpose in life? What contribution(s) will I make? (these should be measurable and time bound) What qualities do I look for in a friend? What are my three best qualities? What do my friends and family say I can be counted on for? Do you believe it?
3. After the debrief, participants will be asked to introduce themselves using the format:
 - My name is ...
 - My purpose in life is: ...

- My contribution will beby
 - You can count on me for ...State the three things others in the room can count on you for
4. Wrap up: Participants will be reminded that the changes they want to see will require them to source from a different and powerful place than what they have been told. It requires them to see themselves as all powerful with the innate ability to achieve whatever they want. They have to source from their “self” and unleash their potential. Remind participants that **they** have power over the virus and not the other way around. If they dwell on the latter it will kill them in the same way that the fish in the sea allows man to kill it. They are the master of the virus. Allow participants to affirm that the roles they play daily is not the ‘who they are’. They are powerful beings with powerful potentials.
- Have participant pick a life quality from the list and journal around it for a few months.

SESSION TWO

Authentic Me! I AM LIVING (60 minutes)

This participatory and reflective session will engage participants in activities to acknowledge that HIV infection though a reality is not the defining truth of their lives. That they make choices daily, conscious or unconscious ‘**I have the power of choice**’ and ‘**I have the power to win**’.

Participants will:

- Identify that power resides in self – ‘I am the source for change’
- Recognise their personal responsibility and freedom to be,
- Identify their strengths and weaknesses
- Reclaim their power and commit to take a stand.

STEP 1: Guide participants into seeing themselves as the source of all that is good. Allow participants to say what they think when you say “They are the source of all that is good”. After listening explain that as the source of their own good – everything and anything is available to them **right now**, without having to apologise or change the past. The source is a right now phenomenon, that guides your action and your results – right thinking, right action, right results. The source allows you to see the world, others and yourself as good. It allows you to see opportunities rather than obstacles; it allows you to take action.

STEP 2: Participants will design an Individual **Implementing Strategy** utilising the poem: ‘No More Smalling Up of Me’ by Jean Wilson.

The principle: *Starting Right Where You Are* acknowledges diversity in understanding and skills, yet commonality in desire and commitment

Ask participants: What are your thoughts on this poem? What limits your dreams? Are you willing to end ‘Smalling up Me’

Step 3: Ask participants: What do you need to GIVE UP to make your dream a reality? What fears do you have that you need to give up? List the responses on a flip chart.

Step 4: Process with participants

Explain to them ‘we tend to act our lives out of fear’. In order for you to manage HIV, you will need to connect deeply with self as the source of all that is good. You need to “not small up yourselves”, i.e. the ability to create possibility and make a difference with anyone at anytime under any circumstance, no matter what life throws at you – no more smalling up of me.

Tell participants that no more smalling up of me is not just about not being fearful; it is being able to act despite fear. It is embracing fear and your own humanity. Note that fear should not be resisted as resistance only makes it persists, but to acknowledge it and take action.

Step 5: Ask participants to refer to the first exercise and stand up and declare:

I am...

My purpose in life is...

I am the source of/ for change in ... (name area: example reducing HIV stigma and discrimination in my community)

Today, I begin to stop ‘smalling up myself.

SESSION THREE

Authentic Me! I AM ALIVE (10 minutes)

This session aims to facilitate renewal and rebirth of positive commitment to claiming life through participatory affirming activities.

Participants will be asked to make affirmative statements about themselves using the following format:

- People say I am ...
- I affirm I am ...

APPENDICES

APPENDIX 1

AUTHENTIC ME VERUS ROLES ACTIVITY

I AM LOVE	I AM PEACE	I AM FORGIVENESS	I AM PATIENCE	I AM HONESTY
I AM KINDNESS	I AM TRUTH	I AM POWER	I AM LONG SUFFERING	I AM HUMILITY
I AM FAITH	I AM LIFE	I AM ZEAL	I AM WISDOM	I AM IMAGINATION
I AM CONTENTMENT	I AM BLESSED	I AM UNITY	I AM DIVINE	I AM ME

I AM A BABYMOTHER	I AM A NURSE	I AM A PASTOR	I AM A DEEJAY	I AM A POLITICIAN
I AM A SEX WORKER	I AM A OPERA SINGER	I AM A TEACHER	I AM A HOUSEWIFE	I AM AN ADHERENCE COUNSELLOR
I AM A LESBIAN	I AM A DON OF A POOR INNER CITY COMMUNITY	I AM THE HIV VIRUS	I AM A COMEDIAN	I AM A LOTTO BILLIONAIRE WINNER
I AM A DANCEHALL QUEEN	I AM MAD BLACKWOMAN	I AM A 3 YEAR OLD CHILD	I AM NATIONAL HERO	I AM VERONICA CAMPBELL

APPENDIX 2

Authentic Me Worksheet

Part One

My name is _____

My purpose in life is

My contribution will be

by _____

You can count on me for (State the three things others in the room can count on you for)

Part Two

I am _____

My purpose in life is

I am the source of/for change in (name area: example reducing HIV stigma and discrimination in my community)

Part Three

People say I am _____

I affirm I am

Today, I begin to stop 'smalling up myself.

APPENDIX 3

No More Smalling Up of Me

No More Smalling Up of Me
(Jean Wilson)

*No more meekly saying 'yes'
When my heart is screaming 'no'
No more taming of my feelings
So my power won't show
No more hiding my exuberance
From disapproving eyes
No more watering down myself
So my spirit won't rise*

*No more 'smalling up' of me
Pretending I am not here
No more running from the music
And the spotlight's glare
No more living in this prison
Barricaded by my fears
No more turning and retreating
In the face of new frontiers*

*Even as I am speaking
I am taking shape and form
Harnessing my powers
Like a gathering storm
There's no obstacle so bold
As to dare stand in my way
I am taking back my life
And I am doing it today.*

Reflection: What are your thoughts on this poem? What limits your dreams? Are you willing to end 'smalling up'?

GUIDING PRINCIPLES

We, the people of the Caribbean through this anti-stigma and discrimination policy seek to:

Affirm that the realization of human rights and fundamental freedom for all is essential to reduce vulnerability to HIV and the impact of AIDS;

Recognize the essential role of persons living with HIV as the centre of the response and that the meaningful involvement, participation and empowerment of PLHIV and other key affected populations will reduce the levels of HIV related stigma and discrimination;

Call upon all member states, regional and international partners, private sector, NGOs, FBOs and CBOs to enact legislation (in the case of member states) and otherwise to adopt policies, measures and practices:

***Prohibiting discrimination** of any kind, on the ground of sex, race, colour, age, language, religion, political or other opinion, national or social origin, property, birth, physical or mental disability, health status (including HIV and AIDS), sexual orientation or civil, political, social or other status:*

***Promoting protection** of value of human life;*

***Promoting respect** for the dignity of all persons;*

***Promoting respect** for diversity and uniqueness;*

***Advocating** for the alleviation of social and economic inequities and fostering of social justice;*

***Encouraging** the meaningful adherence to the GIPA principles and principles related to sexual orientation and gender identity;*

***Promoting culturally and developmentally appropriate** and medically accurate HIV and AIDS and Human Rights information and education.*

PANCAP – Scaling up the Caribbean Response to HIV and AIDS: Regional Policy on HIV Related Stigma and Discrimination; 2010.

Group Activities & Icebreakers

THE ICEBREAKER QUESTIONS

This is a good icebreaker for getting to know each other and building trust

The Icebreaker Questions is simply a list of great questions that you can ask people to help them feel more part of a group or team. These questions are fun and non-threatening.

They can be written on note cards and adapted for other games and groups, or simply as a fun activity to help people get to know each other better.

Instructions

A great way to help people open up is to ask them fun questions that allow them to express their personality or interesting things about them. Think about the group and choose the one most suited to the topic being discussed or activity being conducted. Here is a list of safe, useful icebreaker questions:

1. If you could have an endless supply of any food, what would you get?
2. If you were an animal, what would you be and why?
3. What is one goal you'd like to accomplish during your lifetime?
4. When you were little, who was your favorite super hero and why?
5. Who is your hero? (a parent, a celebrity, an influential person in one's life)
6. If you were an ice cream flavor, which one would you be and why?
7. What's your favorite cartoon character, and why?
8. If you could visit any place in the world, where would you choose to go and why?
9. What are your pet peeves or interesting things about you that you dislike?
10. What is the weirdest thing you've ever eaten?
11. Name one of your favorite things about someone in your family.
12. Tell us about a unique or quirky habit of yours.
13. If you had to describe yourself using three words, it would be...
14. What thought or message would you want to put in a fortune cookie?
15. If you won a lottery ticket and had a million dollars, what would you do with it?
16. What award would you love to win and for what achievement?
17. If you could transport yourself anywhere instantly, where would you go and why?
18. What is one item that you really should throw away, but probably never will?
19. Growing up, what were your favourite toys to play with as a child?

LOST ON A DESERTED ISLAND

Lost on a Deserted Island is a teambuilding activity that also helps people share a little about themselves. Given the scenario that everyone is lost and stranded on a deserted island, each person describes one object that they would bring and why.

This game is a *teambuilding* and *get-to-know-you* icebreaker. The recommended group size is medium, although small (3-5) and large group (10-30) sizes are possible too. An indoor setting is ideal. No special props or materials are required. This icebreaker works well for any age, including adults and corporate settings. Lost on a Deserted Island is an approachable way to get people to open up and share a little bit about themselves and what they enjoy or value.

Instructions

The situation is dire — following a shipwreck, everyone has been stranded on a deserted island! Each person is allowed to bring one object to the island — ideally something that represents them or something that they enjoy.

1. The first part of this icebreaker is simple:

The trainer/facilitator asks each person to describe what object they would bring and why. This need not be realistic; if someone loves music, he or she might choose to bring a guitar, or an animal lover might choose to bring a dog, a food lover might choose to bring sirloin steaks, and so on. Encourage people to be creative.

2. The second part is this. After everyone has introduced their object and why they have chosen that object, the teambuilding portion follows.

Divide into smaller groups and ask everyone to work together to improve their chances of survival by combining the various objects that they introduced. If necessary, you can add more objects, but be sure to use all the objects that everyone mentioned. If you wish, you can reward the most creative group with a prize.

TWO TRUTHS AND A LIE

Two Truths and a Lie is a classic get-to-know-you icebreaker. Players tell two truths and one lie. The object of the game is to determine which statement is the false one. Interesting variations of this game are provided below.

This game is a *get-to-know-you icebreaker*. Recommended group size is: small (3-5), medium (5-10), or large (over 30). It works best with medium sized groups. Any indoor setting will work. No special materials are needed, although pencil and paper is optional. It can be used for all age groups.

Instructions

1. Ask all players to arrange themselves in a circle.
2. Instruct each player to think of three statements about themselves. Two must be true statements, and one must be false.
3. Ask each person to share the three statements (in any order) to the group. The goal of the icebreaker game is to determine which statement is false. The group votes on

which one they feel is a lie, and at the end of each round, the person reveals which one was the lie.

Variations

“Two Truths and a Dream Wish.” – An interesting variation of Two Truths and a Lie is “Two Truths and a Dream Wish.” Instead of telling a lie, a person says a wish. That is, something that is not true — yet something that the person wishes to be true. For example, someone that has never been to Europe might say: “I often travel to Europe for vacation.” This interesting spin on the icebreaker can often lead to unexpected, fascinating results, as people often share touching wishes about themselves.

1. If the person guesses correctly, the guessed person can briefly explain what they wrote (if desired).
2. The guessing continues until all cards are exhausted.
3. Everyone reveals who wrote which card at the end.

NEVER HAVE I EVER

Never Have I Ever is a game that helps people get to know each other better. Everyone sits in a circle and take turns saying something they have never done. Each player starts with ten fingers showing. Each time someone says something that you’ve done, you drop a finger. The goal is to be the person with most fingers remaining/showing. This *get-to-know-you* game can be played indoors or outdoors. The recommended number of people for this game is ten to fifteen, but all group sizes can play by dividing into appropriate sized groups.

Instructions

1. Instruct everyone to sit/stand in a circle. If you have an extremely large group, tell people to form smaller circles of about ten to fifteen people.
2. To start each round, each player holds out all ten fingers. Go around the circle and one at a time, each person announces something that they have never done, beginning the sentence with the phrase “Never have I ever...” For example, a person could say, “Never have I ever been to Europe.”
3. For each statement that is said, all the other players drop a finger if they have done that statement. So, if three other people have been to Europe before, those three people must put down a finger, leaving them with nine fingers.
4. The goal is to stay in the game the longest (to be the last person with fingers remaining). To win, it’s a good strategy to say statements that most people have done, but you haven’t.

Playing this game, along with the benefit of getting to know each others’ experiences better, can be very humorous (e.g. saying silly statements such as, “Never have I ever skipped a class in school” or “Never have I ever soiled my pants.”)

REACT AND ACT

React and Act! is a funny icebreaker in which players randomly select a sheet of paper that has an occurrence on it (for example, winning a million dollars in the lottery) and they must react to the occurrence using animated expressions, gestures, and words. After a set amount of time, other players try to guess what happened that caused those reactions and actions.

React and Act is an active icebreaker game that can work with a variety of group sizes. It can work for small groups of five people, or adapted for very large groups by selecting volunteers. This game is best played indoors. Materials required include paper, pens, and a bag. React and Act works with all ages.

Setup

React and Act involves some preparation; however, this is part of the fun! Pass out sheets of paper and pens to the players. Have each person write an event. Tell them to be creative!

Examples of events can include:

- Being surprised by a large, aggressive bear in the woods
- You just won the lottery
- You have just been proposed for marriage with an engagement ring
- You just got fired by an incompetent boss
- Your best friend has just been diagnosed with HIV
- You just fell in love

Once everyone writes an event, fold the paper once and place it into the bag. Divide the group into two teams (or select five or six volunteers if it is a very large group).

As a time saver, the trainer could also prepare the events on the sheet and place them in a bag, then ask participants to select one, or in the case of a large group ask for five or six volunteers.

Instructions

1. Ask five people on each team to randomly select an event from the bag.
2. Instruct them to react to this event, without explicitly giving away what the event is.
3. Choose a time limit (usually 30 seconds to a minute works well) and when you say “Go!” have all five people simultaneously react to their event using exaggerated gestures, facial expressions, and their voice. For example, the person who has just won the lottery could raise his or her arms and scream excitedly, jumping up and down. The person who has just confronted a bear might make a terrified look, shake in fear, and call for help, and so on.
4. Each of the actors can interact with each other, but they must stay “in character” and continue reacting and acting based upon what their sheet said.
5. After time expires, the other members of the team try to guess what happened for each person. If you wish to keep score, each team gets a point for each correct guess.

This game is a great way to break the ice, while watching people act out silly (and usually hilarious) things.

Variations

There are many variations to React and Act that change the way the game is played. Try experimenting with these and see whether you like them.

- No talking allowed, but noises are okay. This increases the difficulty of the game by a lot, but it can be more hilarious.
- Narrator explains the event before each person acts.

AUTOGRAPH BINGO

Autograph Bingo is an icebreaker that helps people learn interesting facts about each other. People walk around the room and mingle until they find people that match the facts listed on a bingo-style sheet.

This game is a *get-to-know-you* style icebreaker. The recommended group size is: large (10-30) or extra large (30 and over). The game works best with a group of about 25 people. It can be played indoors or outdoors. Materials required are: printed bingo sheets (below) and pens. Recommended for ages 10 and over.

Setup

The objective of this game is for people to wander around the room and to obtain the signatures of people who have the facts listed on the bingo sheet. Once a person successfully obtains a full row (5 in a row), whether horizontally, vertically, or diagonally, he or she shouts “BINGO!” and wins.

This game requires a little bit of setup. Prepare a 5 by 5 table, with interesting facts written inside the boxes. (The trainer can determine if more or less spaces are needed depending on the size of the group.) These facts can include funny or bizarre things. Some examples are below but these may be changes to suit the group:

*Likes avocado *Has been to Hawaii *Speaks two or more languages *Has never been on a plane *Has four or more brothers *Has four or more sisters *Has gone without a shower for more than three days *Was born in _____ (choose a country)
*Does not like pizza *Was born on Dec 25th *Favourite place to shop is the mall
*Was born on Jan 1st *Likes to eat liver *Is the youngest member of the family
*Sings on a choir *Is the oldest member of the family *Hates shopping *Owns a cat and a dog *Does not wear Jeans *Plays an instrument *Favourite ice-cream is ‘Rum and Raisin’
*Does not eat Ackee and Salt fish *Born in ____ (choose a month) *Loves to swim *Cannot swim

Be creative! If you wish, you can mark the center square “FREE SPACE” like traditional bingo games. After you have prepared the table, print out enough copies for the number of players you are expecting.

AUTOGRAPH BINGO				
Speaks two or more languages	Born in September	Has more than two children	Has four or more sisters	Does not like pizza
Likes to eat Liver	Has been to Hawaii	Has gone without a shower for more than three days	Plays a musical instrument	Does not wear Jeans
Has four or more brothers	Has never been on a plane	Free Space	Was born on January 1 st	Is the oldest member of the family
Likes to eat avocado	Favourite ice-cream is 'Rum and Raisin'	Hates shopping	Sings on a choir	Has been married for more than three years
Is the youngest member of the family	Favourite place to shop is a mall	Does not eat Ackee and Salt fish	I am HIV Positive	Was born in the Caribbean

Instructions

1. As each person to have a pen or pencil for the game
2. Pass out a sheet to each person.
3. Explain the objective of the game and the following rules:
 - i. each person you talk to may only sign your sheet once
 - ii. To win, you must get signatures to form 5 in a row horizontally, vertically, or diagonally.
 - iii. Say "BINGO!" once you have gotten 5 in a row horizontally, vertically, or diagonally.
 - iv. Once someone shouts "Bingo!" everyone returns to their seat/original position and the person (winner) must introduce the people who signed his or her sheet. If desired, you can ask each person to explain their fact. This icebreaker game is fun way to get to know humorous or unique facts about people.

The trainer decides how many times this can be repeated depending on the amount of time available to play the game. The winner, who has already introduced the people, can no longer shout "BINGO", thus giving the opportunity to others to win.

WOULD YOU RATHER

Would You Rather is an activity involving a lot of movement. It uses questions that may range from silly trivia to more serious content and provides a great way for you to find out some interesting facts about your group. This activity works best with a group of 6 – 15 people but can be just as useful for smaller or larger groups.

Instructions

1. Place a line of tape down the centre of the room. Ask the group to straddle the tape.
2. When asked 'would you rather?' they have to jump to the left or right as indicated by the leader.
3. Use these suggested questions or develop your own to match the group. Start each question by asking 'Would you rather..?'
 - Visit the doctor or the dentist?
 - Eat broccoli or carrots?
 - Watch TV or listen to music?
 - Own a lizard or a snake?
 - Have a beach holiday or a mountain holiday?
 - Be an apple or a banana?
 - Be invisible or be able to read minds?
 - Be hairy all over or completely bald?
 - Be the most popular or the smartest person you know?
 - Make headlines for saving somebody's life or winning a Nobel Prize?
 - Go without television or fast food for the rest of your life?
 - Have permanent diarrhoea or permanent constipation?
 - Always be cold or always be hot?
 - Not hear or not see
 - Eliminate hunger and disease or be able to bring lasting world peace?
 - Be stranded on a deserted island alone or with someone you don't like?
 - See the future or change the past?
 - Be three inches taller or three inches shorter?
 - Wrestle a lion or fight a shark?
4. When all the fun is over, ask participants to go back to their seat. Remind them that this activity is not just for you the facilitator/trainer to know them better, but for them to know each other better as well. Encourage them to build on the process while they are together.

Reference www.group-games.com/team

APPENDIX 6

EVE for Life



CARE
COMMITMENT
CREATIVITY



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