

MODULE 12

Closing the course



Trainer's introduction

This module is essential. Participants should not feel they can leave the course before this session. The course has been about preparing for an ending. It is therefore vital that the course also closes in a way that is as prepared and positive as possible. Do not drop this module or any section of it.

Approximate length of module 2 hours 10 minutes

Aims

The aims of this module are to:

- encourage participants to think about their support needs
- help participants plan how they will continue their memory work for their own family or how they will support others to do so
- plan how they will complete their memory books, if they are parents living with HIV
- bring the course to an end and allow the group to say their farewells

Key learning outcomes

By the end of this session participants will:

- have a clearer idea of their individual support needs
- have started to plan how they will continue their memory work for their own family or support others to do so
- have planned how they will complete their memory books, if they are parents living with HIV
- have experienced a positive end to the course, said goodbye to the group and made appropriate links for the future.

Trainer's preparation

Module plan (with suggested times)

- Thinking about individual support needs – **45 minutes**
- Planning how to continue memory work and complete a memory book – **40 minutes**
- Closing the course and saying goodbye to the group – **45 minutes**

Materials you will need

Overhead/flipchart 1: Outline of Module 12

Overhead/flipchart 2: Reflecting on the course

Handout 1: Action plan

Trainer's guidance

Introduction

Be aware that on the last day, groups are often anxious to get home. This can lead to a lack of focus. Because of this, it is very important that you end this module at the time you agree at the start of the day. Keep enough time for this important final module. People should not start leaving before it is over.

Introduce the last module by saying that all of the group has worked together for a week and you have shared an important experience. It is important to acknowledge this and end properly. This last module is therefore important for all participants whether they are parents living with HIV or other carers.

Go through the topics to be covered in the module and how it is structured.

Overhead/flipchart 1: Outline of Module 12

Please use the list in the module plan on page 117, but without the suggested times.

Thinking about individual support needs

Introduce this topic by saying that as participants think about the support they already have and the support they need, they might agree to keep in touch with each other. They could meet and review their plans. Say that each individual's situation is different and no one should feel they must do this. Support may happen spontaneously between some participants, but often on courses it does not develop between everyone. This is fine.

Activity 1 Thinking about support needs

Suggested time: 45 minutes

Explain that the aim of this activity is to help participants think about the support they need and how they might get it. Ask members of the group who are future guardians or other carers to try to place themselves in the position of people living with HIV, as they participate.

1. Ask participants to split into small groups. Give them 10 minutes to discuss what support means to them. Start by asking if are they looking for people who know them, people to cry with and/or people to laugh with. Are they looking for people with particular expertise? Sometimes people need practical support, like looking after children, shopping or help with housework. Practical and emotional support are both necessary.
2. Next, ask participants to stay in the same groups and consider what support each member of the group wants. Give them 10 minutes to do this.
3. Then ask them to consider who might be able to provide them with different kinds of support. Ask each group to choose one person to be ready to feed back to the whole group after five minutes.
4. Ask the representative from each group to feed back, taking two minutes each. Record the main points on the flipchart under two headings: 'Types of support' and 'Sources of support'. Allow 10 minutes for this.
5. Summarise the main points from the feedback and discussion. Emphasise both emotional and practical needs, and ideas for sources of support – particularly those outside the family. Encourage participants to explore many sources of support, not just one. As trainer you may need to remind them of the sources of support they discussed in Module 10. Prepare to give this information by reading the trainer's notes (page 101) for Module 10 before the session.

Close the activity by asking the group to think about how the course participants might support each other.

Planning how to continue memory work and complete a memory book

Introduce this topic by saying that together you will look at a special way of planning that could help participants take their ideas forward after the course. The method is called action planning. Explain that this activity is relevant to parents living with HIV, who can use it to plan to write their memory books and plan for their children's future.

Activity 2 Action planning

Suggested time: 40 minutes

Explain that the aim of this activity is to help each participant to use action planning to make good use of what they have learned on the course. Say that an action planning approach helps us look at what we want to do and compare this with the resources we have to do it. This helps us recognise when we need support and to look for it, so we can achieve what we want to do. We might achieve it in the way we first thought of, or in an alternative way with help.

1. Give each person a copy of Handout 1: Action plan (see page 122). Ask participants to work alone for about 10 minutes to think about:
 - three things they would like to do within the next six weeks to carry on the memory work they have learned about on the course
 - the support they need to achieve what they want to do
 - two things that could make their plans difficult.
2. Next, ask people to work in pairs to share their plans. Tell them not to write anything on the action plan yet. Give participants 10 minutes for discussion, to give each other ideas for support, and to think of ways to help with the difficulties if possible.
3. Ask participants to fill in their action plan. Make sure one of each pair can write and help those who cannot. Tell them they have 10 minutes to do this.
4. Finally, bring everyone back to the whole group. Ask if anyone would like to share their plan. Ask if the main challenges they have identified relate to themselves, to other individuals, to their family, community or another person or group of people. This encourages people to think on different levels about what they and others can do to help. Allow 10 minutes for discussion and again be ready to give examples of support if the group runs out of ideas.

Closing the course and saying goodbye to the group

Activity 3 Closing the course

Suggested time: 30 minutes

It is important you record participants' feedback during this activity on the flipchart. It provides valuable information that will help you or your organisation plan future courses. It will guide you to improve the training material and any supporting material you have used. It is also important for funding organisations to know what participants have gained from attending the workshop. This may help you to obtain funding for similar or related training in the future.

As you hear the feedback, do not be defensive or judgmental; try to be open. If you disagree with some of what the participants say, it is important that you do not show this.

Explain that the aim of this activity is to formally bring the course to an end and encourage reflection. Say you want the group to express their honest thoughts and feelings about the whole course. Ask for ideas for improvement to help you plan better courses in the future. Emphasise that anything they share is confidential. Say that you

will not name them if their feedback is shared outside the group – for example, with other trainers or with your organisation. Allow five minutes to introduce the activity.

1. Ask participants to split into small groups. Each group should discuss the questions below for 10 minutes. Ask each group to choose one person to feed back their main points to the whole group.

Overhead/flipchart 2: Reflecting on the course

- What are the most important things you have learned during the workshop?
- What areas or issues would you like to spend more time on?
- Can you do anything to spend more time on these issues after the course?
- What skills have you developed?
- What strengths have you identified: in yourself; among participants in the group; in your families; in your community?
- What support is available to take forward ideas from the workshop?
- What have you most enjoyed about the workshop?
- If you had an opportunity to attend a similar workshop again, what would you change next time?

2. Next bring everyone back together and ask the volunteers to report the main points from their group's discussion, taking two minutes each. Ask each one to report on just one or two questions they choose from the list. Make sure that all the questions are eventually covered. If there is time, link the group's reflections with the expectations recorded on the flipchart in Activity 3 of Module 1 (page 17). You should have met many of the expectations by now. Allow 15 minutes for this part of the activity.

3. Thank the group for their feedback. Say that you hope they have learned a lot from the course and that they will carry on the good work they have started. Also say that their feedback will help you develop a better course for future participants.

Activity 4 Closing the group

Suggested time: 15 minutes

Please be aware that at the end of the course participants might feel a sense of loss. This is because of high levels of involvement and the knowledge that being together as one group is coming to an end. For some participants this course may be the first time they have felt safe and comfortable talking about such personal and sensitive issues with others. These people might feel a particularly strong loss. As the trainer, you have a responsibility to set aside time to discuss endings. You are not responsible for the feelings of participants, but you need to be sensitive to their emotions and aware of their needs at this time. No one should leave the workshop feeling too distressed.

Explain that the aim of this activity is to bring the time of working together as a group to an end. Say that, because of the sensitivity of the issues discussed on the course and the sometimes emotional time that participants have spent working closely together, it is important to 'close' the group.

1. Ask participants to stay in the whole group and have an open discussion on the questions below. Ask people to share their thoughts and feelings on:

- how they feel about working as a group
- how it feels to be a member of this particular group
- what they have learned from this experience.

After everyone has had a chance to contribute, say that, although you expect that some group members will stay in touch with and support each other, the group itself no longer exists. Allow 10 minutes for this.

2. Remind participants of the confidentiality rule that everyone agreed at the start of the course. Say that this remains important. Even when the course is over, participants are not free to share any information inappropriately. They should not use people's names if they talk about any of the issues raised during the course.
3. Remind everyone of the action plans they have written, and that these plans provide a positive and forward-looking focus for each participant. Encourage the group to take these plans forward.
4. Finish by thanking all participants for their contributions and hard work, and say that you have enjoyed working with them. Wish the parents living with HIV well with their families, their memory work and their memory books, and wish the future guardians and other carers well for their work supporting others.



Handout 1: Action plan

Personal contract

A. Three things I would like to do within the next ___ weeks

1.

2.

3.

B. Support – what do I need to help me to achieve what I want to do?

1.

2.

3.

4.

5.

6.

C. Difficulties – what things will make what I want to do difficult?

1.

2.

3.

4.

5.

6.