

Activity 8.3: Making Your PC/PB Member-Friendly

TIPS FOR TRAINERS



Suggested Use

Use this activity at after your presentation and discussion on *Membership*.



Time

About 1 hour:

- 5 minutes for instructions and formation of groups
- 20-25 minutes for small group work
- 30 minutes for presentation and discussion of the work of the groups
- 5 minutes for sum up



Materials

- Handout for Participants: Making Your PC/PB Member-Friendly
- Copies of the Membership PowerPoint slides
- Easel pad paper and markers



Knowledge or Skill Development

Increased participant awareness and understanding of factors that affect the PC/PB's ability to recruit, engage, and retain members from particular target populations or demographics—and how they can identify and implement specific actions to improve member diversity.

Activity Steps

1. Review the Handout for Participants and revise the population groups listed as needed to make the activity relevant for your EMA or TGA. If the PC/PB has had particular difficulty in engaging, recruiting or retaining members from particular PLWH or other target population groups, include them in the list.
2. Divide participants into small groups of 4-6 people by counting off. Ideally, you want to have not more than five groups, and, if possible, each small group should have a mix of both new and new and "veteran" PC/PB or committee members.
3. Pass out the Handout for Participants and explain the activity. You can also project a slide with this information (provided at the end of the slide deck under Optional Slides for Activities).
4. Assign one target population to each group. If you have more groups than populations, assign some populations to more than one group.
5. Ask each small group to select a **facilitator** to coordinate the work of the group and participate, a **recorder** to summarize the group's work on easel pad paper, and a **reporter** to present the small group's work to the full group. The same person may serve as recorder and reporter if that is the group's preference.
6. Tell the group they have 20 minutes for their work and give them a warning when they have 5 minutes left. Let them have an extra 5 minutes if they need it to complete and summarize their work.
7. At the end of 25 minutes, bring the full group back together, and ask for the reporter from each group to present that group's work and suggestions. If two groups worked on the same target population, have the first group present, and then ask the second group to highlight similarities and differences in their approach.
8. Discuss the following in the full group, with emphasis on exploring suggestions for how the PC/PB might increase membership and ongoing participation from the specified groups:
 - a. What are the most frequent types of barriers—and to what extent do they differ by population?
 - b. What barriers seem most challenging?
 - c. What actions seem most feasible to implement?
 - d. What suggested actions should be further considered by the PC/PB?
9. Summarize the main points and ideas from the discussion, with a focus on follow up to further consider suggested actions that the PC/PB may want to implement.



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HANDOUT FOR PARTICIPANTS

Assume you are current and potential PC/PB members from one of the following population groups, **as assigned:**

- People under age 30—including but not limited to unaligned consumers
- Consumers diagnosed with HIV in the past 3 years
- Immigrants living with HIV (or a particular immigrant group in your EMA/TGA)
- Individuals who live and work in the EMA/TGA but not in or near the central city
- Another important target population in your EMA/TGA, as agreed upon

Instructions

1. Work in your small group, choosing a **facilitator** to coordinate the work of the group and participate, a **recorder** to summarize your group's work on easel pad paper, and a **reporter** to present your group's work to the full group. The same person may serve as recorder and reporter if that is the group's preference.
2. Discuss the following questions, **from the perspective of your assigned population group:**
 - What barriers might prevent you from joining the PC/PB?
 - What might keep you from staying active after joining?
 - What specific actions could the PC/PB take that would encourage you to become and remain active members of the PC/PB?
3. Summarize your work on easel pad paper and have your reporter ready to share it with the full group.
4. You have 20 minutes to complete your work.