

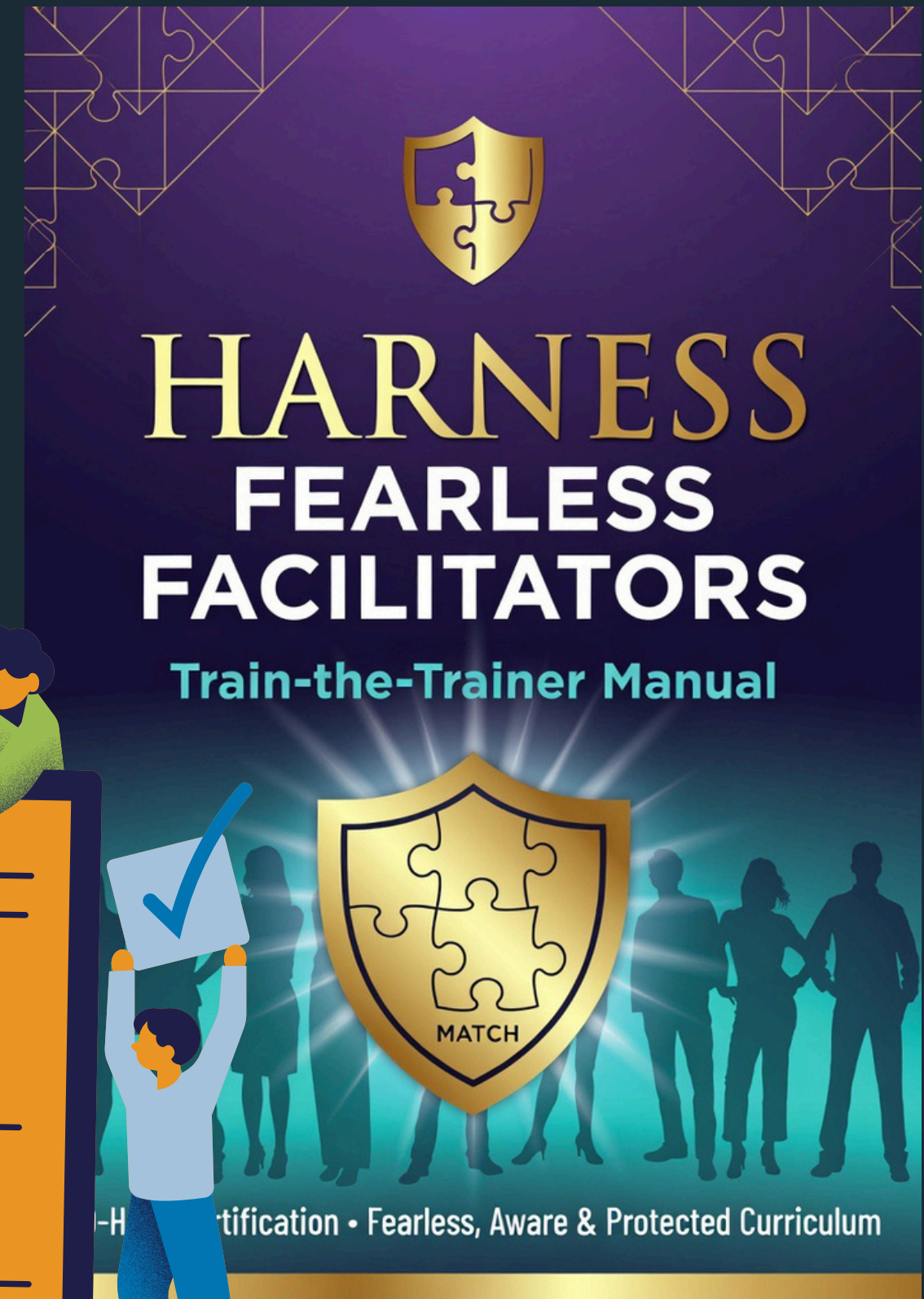
THE HARNESS PROJECT LLC | www.theharnessproject.org

Facilitator Training Activity Task Cards

MATCH Your Protection: Fearless, Aware, & Protected

Project on screen during facilitator training activities | All 7 Sessions

© 2026 Christopher Zacharie | The Harness Project | Licensed educational content



FACILITATOR TRAINING — SESSION 1

Welcome & Program Overview

30 Minutes

Two Words — Your Feelings About Facilitating

1

Think of **EXACTLY TWO** words that describe how you feel about facilitating FAP workshops.

2

One word should reflect a **FEAR** or uncertainty you're carrying into this training.

3

One word should reflect something you're **EXCITED** or hopeful about.

4

Share your two words with the group — no explanation needed unless you want to give one.

5

Master facilitator: record all words on the board. Look for themes to name later in the training.

PURPOSE: Names the emotional landscape of the room before any content lands. Makes the training feel human from minute one.

Resource Scavenger Hunt — Know Your Materials

1

Open the Educators Hub on your device: www.theharnessproject.org/educators-hub

2

Find and download ONE document from each of the five main folders.

3

Answer these questions: Which document would you open **FIRST** before a workshop?

4

Where would you find the **Continuum of Risk** template?

5

Where would you find the local **Houston** resource list?

6

Pair share: What surprised you about what's available?

FACILITATOR TIP: If devices aren't available, show the hub structure on screen and do this as a guided tour together.

FACILITATOR TRAINING — SESSION 2

Facilitator Mindset Deep Dive

45 Minutes

How Would YOU Respond? – Facilitator Mindset Scenarios

1

Groups of 3–4 receive ONE scenario card each (from the Facilitator Scenario Card deck).

2

Read the scenario aloud to your group.

3

Each person writes their instinctive response first – privately, 2 minutes.

4

Group discusses: What would you actually say? What would you avoid saying?

5

Practise the response out loud – someone plays the facilitator, someone plays the participant.

6

Groups share their scenario + approach back with the room.

ROLES: Scenarios include: The Defensive Participant | Unexpected Disclosure | The Religious Objection | Two Participants in Conflict

Debrief Questions

- 1 What was the hardest scenario — and what made it hard?
- 2 What did you notice about the difference between your instinctive response and your considered response?
- 3 Which of the Eight Pillars came most into play across the scenarios?
- 4 What is one mindset shift you want to make before your first workshop?

Cultural Humility – What Don't You Know?

1 Private reflection (5 min): Write your answers to the prompts on the right.

2 Pair share: Share one thing from your reflection with a partner.

3 Full group: What came up that surprised you?

REFLECTION PROMPTS

- What community or identity do you feel **LEAST** prepared to serve well – and why?
- What assumption about sexual health did you hold before today that you're now questioning?
- What would you need to learn before you could facilitate for this group confidently?

FACILITATOR TRAINING – SESSION 3

Content Walkthrough & Key Concepts

60 Minutes

Facilitator Content Quiz — True / False / It Depends

1

Groups of 3-4: Discuss each statement and vote — then defend your answer.

2

PrEP is only for HIV-negative gay and bisexual men. → TRUE / FALSE / IT DEPENDS?

3

U=U means a person with HIV poses zero HIV transmission risk if undetectable. → ?

4

Doxy-PEP is appropriate for all sexually active adults to take regularly. → ?

5

Using two condoms at once provides more protection than one. → ?

6

The HPV vaccine is only effective if given before age 26. → ?

FACILITATOR TIP: Answers: FALSE / TRUE (re: HIV — other STIs still transmit) / IT DEPENDS (consult provider; not for everyone) / FALSE (increases friction, more likely to break) / IT DEPENDS (effective up to age 45, best before exposure)

Explain It Back — Teach a Concept to the Room

1

Each person is assigned a concept (see right).

2

You have **3 minutes** to prepare — use your Guide or any Hub material.

3

Explain your concept to a partner in **90 seconds** — no jargon allowed.

4

Partner gives feedback: Was it clear? What would you add?

5

Selected volunteers share their explanation with the full room.

CONCEPTS TO EXPLAIN

- How PrEP works and who it's for
- U=U — what it means and what it doesn't mean
- The difference between PEP and Doxy-PEP
- How to make a DIY dental dam
- What the MATCH framework is and how to use it
- Why saFER sex is different from 'safe sex'

FACILITATOR TIP: The test of understanding is whether you can explain it without notes to someone who's never heard of it.

Hands-On Activity Practice — Station Rotations

90–120 Minutes

Four Practice Stations – Rotate Every 22 Minutes

1

STATION 1 – CONDOM & BARRIER DEMO: Practice external/internal condom application + DIY dental dam + lube compatibility discussion. One trainee facilitates, others participate.

2

STATION 2 – COMMUNICATION ROLE-PLAY: Triads practice Lesson 2 scripts. Rotate all three roles (Speaker / Listener / Observer). Focus on facilitating the debrief – not just the role-play.

3

STATION 3 – CONTINUUM OF RISK: Facilitate a small group through the card placement activity. Practice non-judgmental framing when disagreements arise.

4

STATION 4 – MATCH GUIDED PLANNING: Lead peers through the MATCH worksheet. Practice facilitator prompts. Help 'participants' build realistic, specific plans.

FACILITATOR TIP: Master facilitator circulates to all stations. Give live feedback on: timing · inclusivity · language · energy · how you handle unexpected moments.

Condom & Barrier Demo — You're the Facilitator

1

The assigned trainee facilitates this station — others play workshop participants.

2

Demonstrate external condom application on the anatomical model — narrate each step.

3

Demonstrate internal condom — inner ring, insertion, outer ring positioning.

4

Facilitate the DIY dental dam activity: talk the group through the steps as they do it.

5

Run the lube compatibility card sort — explain answers with evidence, not just 'because'.

6

Master facilitator observes: note language, comfort level, inclusivity, accuracy.

FACILITATOR TIP: Common feedback moments: using stigmatising language without noticing; rushing past the part they feel awkward about; not making eye contact during demo.

Communication Role-Play – Facilitate the Triad

1

Assigned trainee sets up the triad and assigns roles.

2

Give the group a scenario card – brief them in under 60 seconds.

3

Let the role-play run for 4-5 minutes without interrupting.

4

Facilitate the debrief: Observer speaks first.

5

Close with: 'What would you take from this conversation into a real one?'

WHAT MASTER FACILITATOR WATCHES

- Did trainee explain the roles clearly?
- Did they let the role-play breathe – or jump in too soon?
- Did the debrief feel facilitated or led?
- Did they use non-judgmental, status-neutral language?
- Did they manage time without rushing the emotional moment?

Continuum of Risk — Facilitate Without Judging

1 Assigned trainee distributes activity cards and sets up the board.

2 Brief the group in 60 seconds: 'Place each card on the continuum. Add a harm reduction sticky note. Discuss any disagreements.'

3 Let the group work — observe, don't direct. Only step in if factually incorrect.

4 When a disagreement arises: 'What makes you see it that way?' — do not give the 'right' answer.

5 Debrief with: 'What shifted the most cards toward lower risk? What does that tell you?'

FACILITATOR TIP: The hardest part of this activity for new facilitators: resisting the urge to correct placement. Risk IS context-dependent. Lean into that.

MATCH Guided Planning — Lead the Worksheet

1

Assigned trainee leads 'participants' through the MATCH worksheet in real time.

2

M — Prompt: 'What biomedical tools are you currently using or want to explore?'

3

A — Prompt: 'When did you last test? How do you find out about a partner's status?'

4

T — Prompt: 'What barriers do you use? Do you always have them accessible?'

5

C — Prompt: 'What's your go-to line for starting a protection conversation?'

6

H — Prompt: 'What routine could you add to keep this plan alive over the next 6 months?'

FACILITATOR TIP: Watch for: trainee prescribing what the plan should look like. The facilitator's job is to help the participant discover **THEIR** plan.

Facilitation Feedback Checklist

1 Master facilitator uses this checklist while observing each station.

2 Give feedback immediately after each station rotation – 3 min max.

3 Lead with one specific **STRENGTH** before any growth area.

4 Frame all feedback as: 'I noticed... / What if you tried...'

OBSERVE FOR:

- **Status-neutral, non-stigmatising language used throughout?**
- **Checking for understanding – not just delivering content?**
- **Space for diverse identities and experiences?**
- **Time management without rushing emotional moments?**
- **Comfort with demos – confidence, not awkwardness?**
- **Response to unexpected questions – curious, not defensive?**
- **'I don't know, let's find out' when genuinely unsure?**

FACILITATOR TRAINING — SESSION 5

Managing Groups & Sensitive Topics

45 Minutes

Difficult Facilitation Moments – Role-Play & Response

1

Pairs: One person plays the facilitator, one plays the challenging participant.

2

Use a scenario card from the Facilitator Training set – play it straight, not exaggerated.

3

Facilitator responds in real time – partner holds the role for at least 60 seconds.

4

Stop. Partner gives one piece of feedback: 'What I saw you do was...'

5

Switch roles. Run a DIFFERENT scenario.

ROLES: Scenarios: Stigma in the room | Time running out | Participant who knows more | The religious objection | Two participants in conflict

Debrief Questions

1 Which scenario triggered the strongest emotional response in you — and what does that tell you?

2 What's the difference between responding with curiosity vs. responding defensively?

3 What would you do if you had no idea how to respond to something a participant said?

4 How do you take care of **YOURSELF** after a session with a significant disclosure?

How Would You Adapt This Online?

1

Groups of 3: Each group receives ONE in-person activity to adapt for virtual delivery.

2

Identify: What is the core purpose of this activity? What makes it work?

3

Adapt it: What tool or format replaces the in-person element? (Poll, breakout room, shared doc, chat, video...)

4

What would you need to prepare in advance to make this work virtually?

5

Groups share their adaptation – room adds ideas.

FACILITATOR TRAINING – SESSION 6

Workshop Delivery & Adaptation

30 Minutes

Your 5–Minute Mini–Pitch — Deliver a Segment

- 1 Each trainee selects **ONE** segment from the list (right) to deliver to the group.
- 2 You have **3** minutes to prepare — use any Hub material available.
- 3 Deliver your segment in exactly **5** minutes.
- 4 Group gives feedback using the protocol: **one GLOW + one GROW**.
- 5 Facilitator names the overall pattern in the room: **what's working across the group?**

CHOOSE YOUR SEGMENT

- Introduce the **MATCH** framework (Module 5 opening)
- Explain **U=U** in plain language (Module 3, Lesson 9)
- Set up and brief the **Continuum of Risk** activity
- Open the **Closing Circle** and complete the sentence
- Explain the difference between **PEP** and **PrEP**
- Brief the **Communication Triad Role–Play** (Lesson 2)

FACILITATOR TIP: The 5–minute constraint is intentional. Tight time forces clarity. Watch for: jargon, over–explaining, and the habit of apologising before speaking.

How Would You Adapt for YOUR Audience?

1

Individually: Who is the most likely audience for YOUR first FAP workshop? Write it down.

2

What specific adaptations would you make for this audience? (language, scenarios, examples, sensitivity areas)

3

Which module do you think will require the most adaptation – and why?

4

Pair share: Does your partner have ideas you hadn't considered?

5

Full group: What are the top 3 adaptation moves that apply across almost every audience?

ROLES: Common adaptation needs: LGBTQ+ communities | Young adults 18–24 | People living with HIV | Clinical/medical settings | Faith-based organisations

Closing & Next Steps

30 Minutes

Complete Your First Workshop Plan

1 Open your Facilitator Training Workbook to 'My First Workshop Plan.'

2 Complete every field — be as specific as possible.

3 Pair share: share your plan with one other trainee.

4 Partner gives one piece of encouragement AND one practical tip.

YOUR PLAN MUST INCLUDE:

- Target audience — who specifically?
- Setting / venue
- Planned date or date range
- Workshop model (90-min / Half-day / Full-day)
- Co-facilitator or support person
- One thing you're most nervous about — and your plan for it

Next Steps — Your Certification Pathway

1 Review the **Certification Overview One-Pager** in your training pack.

2 **Confirm: You have completed Step 1 (this training) ✓**

3 Identify a **Certified FAP Facilitator** to co-facilitate your first workshop with.

4 Set a target date for your first co-facilitation — write it in your **Workbook**.

5 Sign your **Personal Facilitation Commitment** in the **Workbook**.

6 Access the **Educators Hub** now and bookmark it: www.theharnessproject.org/educators-hub

PURPOSE: The certification steps are clear and achievable. The goal is to move from training to practice within 60 days.

'I Feel Ready to Facilitate Because...'

1 We go around the room – each trainee completes the sentence.

2 There is no pressure to perform. Short is fine. Honest is fine. Uncertain is fine.

3 Master facilitator goes LAST – model what authentic readiness with humility looks like.

4 After the circle: Look back at your Two Words from Session 1.

5 Optional share: What word would you add or change now that the training is complete?

PURPOSE: Bookending with the Session 1 icebreaker shows trainees how far they've moved – even in a single day.