

# HEALTHY SEXUALITY AFTER A POSITIVE DIAGNOSIS: MY RELATIONSHIP WITH OTHERS

*Kimberly Huggins*

This lesson encourages participants to examine their relationships in order to seek social support after a positive HIV diagnosis. Through personal reflection, role play, and group discussion, participants will identify people in their life to provide social support, identify what social support they need; and practice HIV disclosure.

*Though not required, this lesson is best utilized in conjunction with the lesson, “Healthy Sexuality after a Positive Diagnosis: My Relationship with Self.”*

## KEYWORDS

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Body Image  
Communication  
Community  
Health/Sexual Health  
HIV/AIDS  
Mental Health  
Relationships  
Social Supports

## THEME

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Sexual Health  
& HIV

## FORMAT

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Workshop

## TIME

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160 minutes



# PREPARATION

The facilitator(s) should use this section to prepare for the lesson.

## WHY THIS LESSON IS IMPORTANT FOR BLACK MEN

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People living with HIV are often hesitant to disclose their positive status due to fear of stigma and discrimination (Gaskins et al., 2011), leading to social withdrawal and isolation. Social support is paramount because it plays a significant role in maintaining health and safeguards against HIV-related stressors (Hall, 1999). Furthermore, limited social support can lead to adverse psychological events such as anxiety and depression (Simoni, Frick & Huang, 2006) and interference with health-seeking behaviors such as engagement with HIV-related care (Vyavaharkar et al., 2011), and treatment adherence (Woodward & Pantalone, 2012).

This experience is especially challenging for Black gay men living with HIV because of compounded levels of psychosocial stressors such as social rejection, social isolation, financial insecurity (Fife & Wright, 2000), racism, gender role expectations, varying definitions of masculinity, community norms relating to sexuality, religion, and homophobia (Brooks, Etzel, Hinojos, Henry & Perez, 2005). Black gay men living with HIV are also inundated with prevention messages that focus on risk and treatment adherence, which can lead to prevention fatigue. Prevention fatigue is characterized by an uninterested and unengaged attitude in HIV prevention, messages, programs, outreach or counseling services (Stockman et al., 2004).

Collectively, the weight of such stressors may impede upon one's ability to access social support after disclosure of HIV status, a process which is particularly high-risk for Black gay men (Tate, Berg, Hansen, Kochman & Sikkema, 2006). Disclosure of one's HIV positive status can be viewed as a positive coping strategy when it results in increased support and resources (Vyavaharkar et al., 2011). However, Black gay men must navigate many layers of oppression and consider their own safety and the potential for psychosocial consequences such as breach of confidentiality, stigma, and discrimination before disclosing (Holt et al., 1998). This lesson provides an opportunity for participants to consider the ways in which they may need support from others in order to effectively cope with living with HIV and gives participants the opportunity to examine key relationships in their life to assess their capacity to provide social support in a way that meets their needs.

## GOAL

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Increase social support after disclosing their HIV status in order to maintain health and reduce the impact of HIV-related stressors.

## OBJECTIVES

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By the end of this lesson, participants will be able to:

- Identify five people in their life to provide social support.
- Identify the emotional, moral, practical, recreational, and mentoring social support they need.
- Describe the emotional, moral, practical, recreational, and mentoring social support they need.
- Practice HIV disclosure by engaging in a role play activity.
- Describe how they will seek social support.

## REQUIRED BACKGROUND KNOWLEDGE FOR EDUCATORS

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The ideal facilitator for this activity is a peer who reflects the identities of the men participating in the group (i.e., Black, Same gender attracted/ loving, genderfluid, etc.), particularly someone who can speak to the experience of coping with racialized HIV stigma, disclosure, and social support.

Facilitators are encouraged to watch the following videos in preparation for the lesson:

- “The Silent HIV Crisis Sweeping the American South: TONIC Specials,” at [vice.com/en\\_us/video/no-access-young-black-and-positive-in-the-us/582c7c758cd031aa77075eba](https://www.vice.com/en_us/video/no-access-young-black-and-positive-in-the-us/582c7c758cd031aa77075eba)
- “I Don't Live With HIV. HIV Lives With Me’: Gay, Black, HIV-Positive,” at [youtube.com/watch?v=smnTh817c2g](https://www.youtube.com/watch?v=smnTh817c2g)

Additionally, facilitators are encouraged to become familiar with HIV disclosure laws in their area, as well as resources available at The Center for HIV Law and Policy, and any local HIV mental health providers in their area as well.

## TIME

<b>STEPS 1-8</b>	Introductions and Opening Activity	40 min.
<b>STEPS 9-14</b>	Defining My Social Support Needs	20 min.
–	Break	10 min.
<b>STEPS 15-17</b>	Identifying Support	50 min.
<b>STEPS 18-20</b>	Disclosure Activity	30 min.
<b>STEPS 21-23</b>	Closing Activity	10 min.

## KEY TERMS

**Coping:** The process of confronting difficulties, problems, or responsibilities in a way that lessens current distress and discomfort. Coping can be achieved through both maladaptive (substance abuse) and adaptive (calling a trusted friend or making a to-do list) methods.

**Stressor:** An activity, event, or other stimulus that causes stress.

**Social support:** Support provided by interpersonal connections with other people.

**Disclosure:** The act or an instance of sharing something personal with another person.

**PrEP (Pre-Exposure Prophylaxis):** A daily medication used to prevent HIV in HIV-negative people, even if they are exposed to the virus.

**PEP (Post-Exposure Prophylaxis):** Any preventive medical treatment started after exposure to a HIV, which can prevent HIV infection if taken within 72 hours of exposure.

**TasP (Treatment as Prevention):** An HIV prevention intervention where treating an HIV-positive person with antiretroviral medication is used to reduce the risk of transmission of the virus to an HIV-negative partner.

**HIV criminalization laws:** Laws (varying across states) that criminalize someone on the basis of their HIV status and perceived risk of transmission.

**HIPAA (Health Insurance Portability and Accountability Act of 1996):** United States legislation that provides data privacy and security provisions for safeguarding medical information.

## SPECIAL CONSIDERATIONS

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- This lesson is designed for individuals who are living with HIV and is most appropriate for individuals who have been connected to medical care and are engaged with their HIV diagnosis and treatment.
- This lesson is designed for groups of 10–15 with two facilitators (preferably one mental health professional and a support person.) However, it can be adapted for groups as small as eight. For a group of eight, have answers prepared to help with the discussion during the group share activity.
- This lesson may bring up emotionally charged reactions from participants when they think about the relationships they have with others. It's important to reiterate practicing self-care.
- Participants may be at various places in their journey and may have different responses to the lesson. It is important to engage participants who may seem disinterested. Keep in mind that some participants who seem disengaged may be re-experiencing feelings of loss, social isolation, fear of disclosure, stigma, etc. It is vital that facilitators model positive social support and reach out to disengaged or distressed participants whenever possible.
- Lean on the support of participants in the room who have already disclosed their status to people in their life. Their knowledge and expertise can model mentorship and support participants in the room who have not disclosed their status.

## MATERIALS

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The facilitator(s) should have the following materials for the lesson:

- Computer
- LCD projector, screen, and connector cables
- Speakers
- “My Relationship with Others” slide presentation
- Flip chart paper
- Markers
- Tape
- Writing utensils (*one per participant*)
- Timer

## HANDOUTS

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Each participant should be provided with the following printed materials:

- H1, “Who Are the People in My Life?”
- H2, “Sources of My Social Support”
- H3, “Needs from My Social Support”
- End-of-Session Evaluation

## FACILITATION PREP

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The facilitator(s) should complete the following tasks before the lesson starts:

- ❑ This lesson is the follow-up to “Healthy Sexuality After A Positive Diagnosis: My Relationship with Self”, available on the SWAG Toolkit website. Though not required, it is strongly recommended you complete that lesson with your group first.
- ❑ This lesson includes a slide presentation, “My Relationship With Others”, which can be found on the SWAG Toolkit website. Review the slides in this presentation at least one day prior to the session to become familiar with its contents.
- ❑ Check your space 60 minutes in advance of the session to ensure that a computer, projector, screen, speakers, and Internet access are available and in working order, and that the presentation can be seen and navigated properly. If you do not have access to technology, print out the presentation as a handout for each participant.
- ❑ Create a handout of national and local referrals for mental health, sexual health, identity-based support groups, and any other relevant referral sources for each participant.

- ❑ This lesson includes three YouTube videos:
  - “Living with HIV: Jamesion | A weight off my shoulders,” at [youtube.com/watch?v=YI9dIkeKZso](https://www.youtube.com/watch?v=YI9dIkeKZso),
  - “Finding Support When You Have HIV,” at <https://youtu.be/U3ip6WvhfDw>, and
  - “HIV in Real Life - Sharing Your Status,” at [https://youtu.be/Ya8vaD\\_aOi4?t=47](https://youtu.be/Ya8vaD_aOi4?t=47).

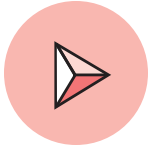
Links to these videos are embedded in the accompanying slide presentation. Please test the slides ahead of your session to make sure that they play properly. If you have Internet access, but the videos do not play properly from the presentation, cue them up on YouTube, and then minimize the viewing window until the appropriate moment in the session for sharing them. Enable closed captions on the video to ensure accessibility to all participants. Consider printing copies of the transcript from the videos (*see YouTube for instructions*) for any participants who find it hard to follow along with the visuals.

It is strongly suggested that you use a facility with access to WiFi; however, if a computer, projector, and screen are unavailable, or you do not have WiFi access, encourage participants to use any smart devices present in the space to access the videos on the YouTube app or website.

- Prepare six sheets of flip chart paper with each of the headings listed below:

  - **Social Support**
  - **Needs from my support system**
  - **Considerations for disclosure with family/friends**
  - **Considerations for disclosure with co-workers**
  - **Considerations for disclosure with sexual partners**
  - **My needs, and**
  - **What does this support look like?**  
Underneath this title, draw four horizontal lines to create five sections of equal size. In each section, write one of the following five categories: Emotional, Moral, Practical, Mentorship, Recreational.
  
- This lesson is designed for an enclosed, classroom style space with movable chairs/ desks to allow participants to interchange between groups and auditorium style seating. The chairs/desks should face forward (towards the facilitator space and newsprint). A community-based setting is most appropriate for the delivery of this lesson due to the sensitive nature of the lesson.
  
- Place Handout H1, “Who Are the People In My Life?”, along with a writing utensil on each seat, so that participants can access it at the beginning of the lesson.

Place all flip chart sheets out of sight until the moments during the session when they will be used.



# PROCEDURE

The facilitator(s) should follow the steps in this section to facilitate the session, and use the margin for notes and prompts.



## Introductions and Opening Activity

### STEP 1

Welcome participants to your session and conduct brief introductions (name, pronouns) with the group as needed. Review all established group agreements and reaffirm consent from the group. If group agreements have not been made, create them at this time (*use the Community Agreements lesson, if necessary*).

### STEP 2

(Optional) Conduct a brief review of the lesson, “Healthy Sexuality After Positive Diagnosis: My Relationship with Self” by asking participants to reflect on their previous experiences. Remind participants that the lesson included discussion about sexuality, body image, sexual self-esteem and the relationship people have with their bodies after a positive diagnosis. Reiterate the idea that having a healthy sexuality after a positive diagnosis starts with having a healthy relationship one’s self and one’s own body. Review any remaining questions, comments, or concerns participants have about the conversation and activities.

### STEP 3

Explain to participants that, much like the relationship with self, it is important to have healthy relationships with other people after a positive diagnosis, which can help us feel connected and supported.

### STEP 4



Direct participants’ attention to Handout H1, “Who Are The People In My Life?” and the writing utensil that was provided. Instruct participants to think about the people closest to them and the types of relationships we have with those people. Instruct participants to use the handout to list each individual that comes to mind, and label the type of relationship they have with each (e.g., “Joseph = Best Friend”, “Michael = Bae”). Give participants 10 minutes to complete the exercise.

### STEP 5

Reconvene the group, and solicit any immediate reactions participants have to the exercise. After everyone has had the chance to speak, explain that they will now watch a short clip that talks about the importance of having social support.



**STEP 6**

Open the slide presentation included with this lesson, Slides S1, “My Relationship with Others.” Proceed through the slides follows:

**SLIDE 1** Title Slide**SLIDE 2** The Importance of Social Support

Play the video, “Living with HIV: Jamesion | A weight off my shoulders.” Then, reveal the flip chart sheet, “Social Support,” and proceed through the following Discussion Questions:

1. “What stood out for you in the video we just watched?”
2. “Why might someone want to have social support?”  
(Write participant responses on the flip chart sheet.)
3. “Why might someone not want to have social support?”  
(Write participant responses on the flip chart sheet.)
4. “Why is it important to have social support when living with HIV?”  
(Write participant responses on the flip chart sheet.)

Conclude this section by thanking participants for engaging in the discussion. Explain to participants that there are many reasons why someone may not want to talk to others about their HIV status and seek support, including the reasons they all have just shared.

**SLIDE 3** Why Is It Important to Have Social Support?

Encourage participants to consider any points made from the video about the importance of social support, and then read the bullet points on the slide aloud. Explain that social support can take care of one’s emotional health, while being engaged in health care takes care of our physical health. Explain that an individual can alleviate stress by having someone to talk to and confide in. Explain that having social support can be great for one’s mental health by reducing anxiety and depression. Explain that support systems can help us feel loved and important. Finally, explain that individuals can listen to others’ challenges in a support system, and may even provide advice for overcoming them.

Ask participants the following question: “What are the different types of social support that the people in our lives can offer us?” Solicit 2–3 responses.

**SLIDE 4** Types of Social Support

**Solicit** volunteers who would be willing to read one line on the slide out loud. *(If no one volunteers, read each point yourself.)* **Ask** if they have any questions or concerns about the items. **Ask** participants the following question: “Why might it be important to have these different types of support when living with HIV?” **Solicit** 2–3 responses.

**SLIDE 5** Social Support—Potential Sources

**Explain** that social support can come from a variety of people in your life, including people we may not consider as support right off. **Solicit** 2–3 atypical examples of social support. *(If no one volunteers, share that other examples could include faith leaders, chosen family members, fraternity brothers, etc.)*

**STEP 7**

**Return** participants’ attention back to Handout H1, and **distribute Handout H2**, “Sources of My Social Support.” **Encourage** participants to consider that living with HIV, especially while navigating systems of oppression such as racism, classism, poverty and homophobia, can be very difficult. **Explain** that the worksheet provides a visual representation of the people in your life who can help you alleviate stressors that can come up in your life and whether they are a good person to talk to about some of your HIV-related stressors.

**STEP 8**

**Instruct** participants to use the handout to list the names of people they believe can provide them with emotional, moral, practical, recreational and mentoring social support. Once each participant has created their list, **instruct** them to rank those same names based on their availability to provide support. **Encourage** them to consider in their assessments whether or not the person is someone they’ve ever felt comfortable sharing their health status with. **Give** participants 10 minutes to complete the exercise.

**Defining My Social Support Needs****STEP 9**

**Reconvene** the group. **Solicit** 1–2 immediate responses participants have to the exercise. **Remind** participants that it’s important to have social support when living with HIV in order to help us cope with various stressors.

**STEP 10**

Proceed to the next slide in the presentation. Explain to participants that they will now watch a short clip that talks a bit about what social support looks like.

**SLIDE 6 Finding Support When You Have HIV**

Play the video, “Finding Support When You Have HIV.” Solicit 1–2 immediate participant reactions to the video before moving on.

**STEP 11**

Return participants’ attention back to Handout H2, and distribute Handout H3, “Needs from My Social Support.” Ask participants to, while looking at Handout H2, determine the area in which they believe they need the most support since their HIV diagnosis. Instruct them to write that area in the largest portion of the triangle on the “Needs” handout, and then write examples of what they believe the best type of support would look like in that area (e.g., someone needing more practical support might write items like “need rides to the doctor,” or “remind me to refill my prescriptions.”)

**STEP 12**

Instruct participants to continue placing the remaining types of social support into each remaining section the triangle, filling each largest section by highest to lowest area of need. Give participants 7–10 minutes to complete the exercise.

**STEP 13**

Once all participants have completed the handout, reconvene the group, then reveal the flip chart sheet, “Needs From My Support System.” Proceed through the following Discussion Questions, writing answers on the flip chart sheet:

1. “What does emotional support look like for you?”
2. “What does moral support look like for you?”
3. “What does practical support look like for you?”
4. “What does mentorship support look like for you?”
5. “What does recreational support look like for you?”

**STEP 14**

Explain that together, the “Sources of my Social Support” and the “Needs for my Social Support” handouts are resources one can use to strategize how to find extra support when one needs it. Explain that they are tangible evidence of a person’s support circle, including the specific ways that each person can be of

support. **Remind** participants that the names and types of support people can provide may change over time depending on where you are in life. **Encourage** them to add more names/ types of support to their handouts as they see fit.



### Break (Optional)

If you are incorporating a break in the session, **adjourn** the group now.



### Identifying Support

#### STEP 15

*(If you gave your group a break, **welcome** them back to the second half of the session.)* **Return** participants' attention back to Handout H2, and **refer** specifically to the bottom section outlining those with whom participants may or may not have shared their HIV diagnosis. **Explain** that deciding who to disclose your status to is a deeply personal choice that considers your needs for support and whether the person you are disclosing to will support you. **Remind** participants that it may be more challenging to decide when to disclose to different people in their lives, based on the type of relationships they have with them. **Validate** that participants may feel anxious and fearful when deciding to disclose, and **explain** that although disclosing your status can lead to support, it's important to consider the different outcomes of disclosing. **Proceed** to the next slide in the presentation.

#### SLIDE 7 HIV in Real Life - Sharing Your Status



**Play** the video, "**HIV in Real Life - Sharing Your Status.**" *(Play the clip of Melvin and his partner Geoffrey between 0:47 and 1:44 minutes.)* **Solicit** 1–2 immediate participant reactions to the video before moving on.

#### STEP 16

**Break** the large group into three smaller groups. **Give** each group one of the following flip chart sheets: "Consideration with family/friends", "Consideration with employers/co-workers", or "Consideration with sexual partners." **Give** each small group a marker. **Instruct** them to discuss and write down answers to the following question: "What are some things to consider when disclosing your HIV status to the people on your sheet?" **Give** the groups seven minutes to work.

**STEP 17**

**Reconvene** the large group and invite each small group to report their answers, with the group that discussed sexual partners going last. After each group, **invite** other groups to respond with their feedback and additions that were not already written. After all groups have shared, **return** participants' attention to the slide presentation, and then **proceed** as follows:

**SLIDE 8** Considerations When Disclosing Your Status to Sexual Partners

**Revisit** the flip chart sheet created about sexual partners. **Reiterate** ideas that were covered, and **fill in** gaps with any points that were not mentioned. **Explain** to participants that it is important they feel comfortable with their HIV status and that they are informed about HIV before talking to their sexual partners.

**Explain** that doing so can help them be prepared for any questions they receive. **Remind** participants that they may also need to discuss HIV testing, how HIV is transmitted, and PrEP/PEP/TasP with your sexual partners. **Explain** that if they are uncomfortable disclosing their HIV status to their sexual partners, their local health department can notify sexual partners without using their names.

**SLIDE 9** HIV Criminalization in the United States

**Continue** in the same vein as Slide 8. **Mention** any particular information you know about disclosure laws in your local area, including city, county, and state details (*see Facilitation Prep*).

**Explain** to participants that many states have laws that require individuals to tell their sexual partners if they're HIV-positive before you have sex. **Explain** that, in some states, a person can be charged with a crime if they don't disclose their HIV status, even if they used a condom or another type of protection and the partner does not become infected.

**Discuss** participants' thoughts on the increased risk of violence that may come from a sexual partner who feels that you knowingly put them at risk. **Encourage** them to consider the potential threat of such an action as part of their disclosure strategies.

**SLIDE 10** Considerations When Disclosing Your Status to Family/Friends

Review the points of the slide. Reiterate any ideas that were covered on the respective flip chart sheet, and fill in gaps with any points that were not mentioned. Remind participants that friends can often be considered their chosen family. That said, encourage participants to consider that before they talk to family members they should also consider “double-disclosure”—meaning that disclosing their HIV status could also lead to discussions about their sexual history and/or drug use.

Encourage participants to share with family and friends only as much as they feel comfortable, and remind them that they are not obligated to share every detail of your personal history. Share the following as an evaluation question they can use with future experiences: “Is this family member/friend prepared to have this conversation with me if they ask?”

**SLIDE 11** Considerations When Disclosing Your Status to Employers

Review the points of the slide, reiterating any ideas that were covered on the respective flip chart sheet and filling in gaps with any points that were not mentioned. Add the additional talking points:

- After mentioning the information about insurance providers, explain to participants that it is possible that an employer can find out about a person’s health status if the insurance company provides detailed information to them about benefits have been paid or the costs of insurance.
- Explain that requesting time off for doctor’s appointments and taking medications count as some examples of “reasonable accommodations” available to participants as needed (*If participants have other examples, invite them to be shared.*) Explain to participants that The Americans with Disabilities Act provides protections against discrimination due to HIV status.

**SLIDE 12** Considerations When Disclosing Your Status to Medical Providers

Explain to participants that this slide covers items that may not have been considered, related to medical providers. Review each line on the slide, and solicit any questions participants have.

**Remind** participants that only they can decide the best time to tell someone about their HIV status. **Encourage** them to consider how it might help if the person they are telling knows them personally and appreciates them as a person. **Explain** that thinking about it in that way may help the person be less stereotypical in how they view participants (ie., viewing them as more than “someone living with HIV”) when their status is shared.

**SLIDE 13** The “Five W’s” of Disclosure

**Explain** that each question can be asked and considered before making the official decision to disclose one’s health status.



### Disclosure Activity

**STEP 18**

**Explain** to participants that the next exercise will give them the opportunity to think through disclosure a bit more, by participating in role plays they either have experienced, or may experience in the future. **Instruct** participants to arrange themselves into groups of three.

**STEP 19**



**Distribute** one scenario from [Facilitator Resource A, “Role Play Scenarios”](#) to each small group. **Instruct** participants to read the scenario, and then determine who will play each role in the example being presented. Once this is determined, **give** the groups 3–5 minutes to create their role play demonstration.

**STEP 20**

After five minutes, **reconvene** the large group, and then **instruct** each small group to share their role play. After each small group has presented, **proceed** through the following Discussion Questions:

1. “How was it doing performing those scenarios?”
2. “What did you take away from this role play activity?”
3. “What are your plans to cultivate your social support system going forward?”
4. “What’s one action step you can take to works toward achieving that plan?”



## Closing Activity

### STEP 21

Ask if anyone has any outstanding questions about the lesson. Respond to these as necessary. Distribute a copy of the End-of-Session Evaluation to each participant. Allow participants 5–7 minutes to complete the evaluation, and collect them as they are completed. After five minutes, invite any participants who have not completed the evaluation to do so after the next activity.

### STEP 22

Thank each participant for their presence in the space. Validate for participants that the day’s session may have been uncomfortable, and may trigger other adverse feelings for the later on after they’ve left the session. Encourage participants to look into and lean on self-care strategies and social supports to cushion these feelings as they feel it necessary.

### STEP 23

Ask each participant to reflect upon their experience during this session. Have each participant check out by answering the following question:

- “What is one element of the session that you will choose to remember or will remember when dealing with hardships in this world?”

After every willing participant has shared, adjourn the session.





## FACILITATOR RESOURCE A

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### ROLE PLAY SCENARIOS

#### Friend Scenario

You recently found out that you are HIV positive and are having a difficult time adjusting to your diagnosis. You haven't told anyone about your status, and you recognize now that you need to talk to a trusted person for support. You decide that you want to disclose to your best friend, but you are unsure of how they will receive this information.

**Roles:**

**1. Person disclosing**

- Consider the 5W's of disclosure in your role play.
- Make sure you share why you are disclosing to them.

**2. Person receiving the information**

- Decide if you want to positively or negatively respond to this disclosure in the role play.
- Ask questions!

**3. Person observing**

- Take note of what went well/not so well in this role play.

#### Family Scenario

You have been living with HIV for over a year. You already have a close group of friends that support you, but you want to also receive that support from a family member. You decide to disclose to a cousin but you are unsure of how they will receive this information, because they are also unaware of your sexual orientation. For added support, you bring along one of your closest friends that your cousin also knows.

**Roles :**

**1. Person disclosing**

- Consider the 5W's of disclosure in your role play.
- Make sure you share why you are disclosing to them.

**2. Person receiving the information**

- Decide if you want to positively or negatively respond to this disclosure in the role play.
- Ask questions!

**3. Support person**

- What support might this person need from you in this moment?

## Sexual Partner Scenario

You've been developing a close relationship with someone and are interested in having sex with them. You recently found out that you are HIV positive and you are unsure of when to tell them. You really care about this person because you have been having such a great time with them, but you are nervous and unsure of how they will receive this information. You have plans to meet up next weekend for drinks.

### Roles :

#### 1. Person disclosing

- Consider the 5W's of disclosure in your role play.
- Make sure you share why you are disclosing to them.

#### 2. Person receiving the information

- Decide if you want to positively or negatively respond to this disclosure in the role play.
- Ask questions!

#### 3. Person observing

- Take note of what went well/not so well in this role play.



## HANDOUT

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### WHO ARE THE PEOPLE IN MY LIFE?

**Directions:** Use the circles to rank the individuals in your life with whom you feel you have a close relationship. Write their names in the circles according to how close you feel to them: closer relationships are closer to the center; and others are towards the larger circles. Write down the type of relationship you have with them (e.g., sexual partner; family member; friend; co-worker.) People to consider:

- Someone you can count on to listen to you when you need to talk
- Someone to confide in or talk to about yourself or your problems
- Someone to have a good time with
- Someone to love and make you feel wanted
- Someone to take you to the doctor if you needed it
- Someone to help with daily chores if you were sick
- Someone who shows you love and affection





# HANDOUT

HANDOUT

## SOURCES OF MY SOCIAL SUPPORT

SUPPORT TYPE	PERSON/PEOPLE
<b>EMOTIONAL</b> Someone who will listen to you and who you can talk to about feelings	
<b>MORAL</b> Someone who will encourage you	
<b>PRACTICAL</b> Someone you can ask for help with everyday tasks such as transportation	
<b>MENTORSHIP</b> Someone you can look to for guidance and instruction	
<b>RECREATIONAL</b> Someone you can have fun with	

**Things to Consider:** How available are these individuals? *Circle* the names of those who are often available and *underline* the names of those who are not very available.

ALREADY DISCLOSED TO	WANT TO DISCLOSE TO	UNSURE OF DISCLOSING TO



## HANDOUT

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### NEEDS FROM MY SOCIAL SUPPORT

**Directions:** Think back on the types of support from Handout H2, “Sources of my Social Support”. What area do you need the most support with? What would that support look like?

