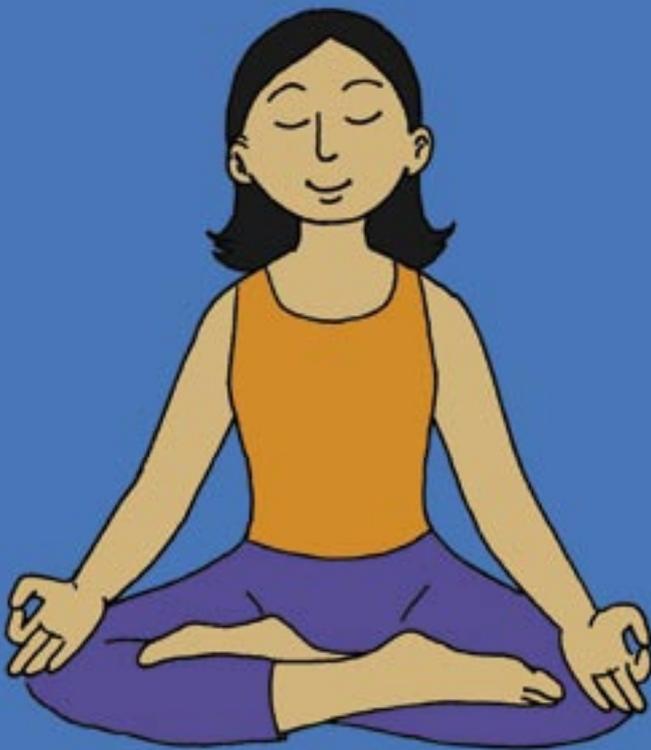


Training on Health and Wellbeing

Facilitator's Guide



The AstraZeneca Young Health Programme

This publication is a product of the Young Health Programme, AstraZeneca's global community investment programme.

The Young Health Programme is designed to help disconnected young people around the world deal with the health issues they face, protecting their health now and improving their chances for a better life in the future.

The programme is a partnership between AstraZeneca, the Johns Hopkins Bloomberg School of Public Health and Plan International, a leading international, child-centred development organisation.

Plan works in 48 countries across Latin America, Africa and Asia, helping the world's poorest children to move from a life of poverty to a future with opportunity.

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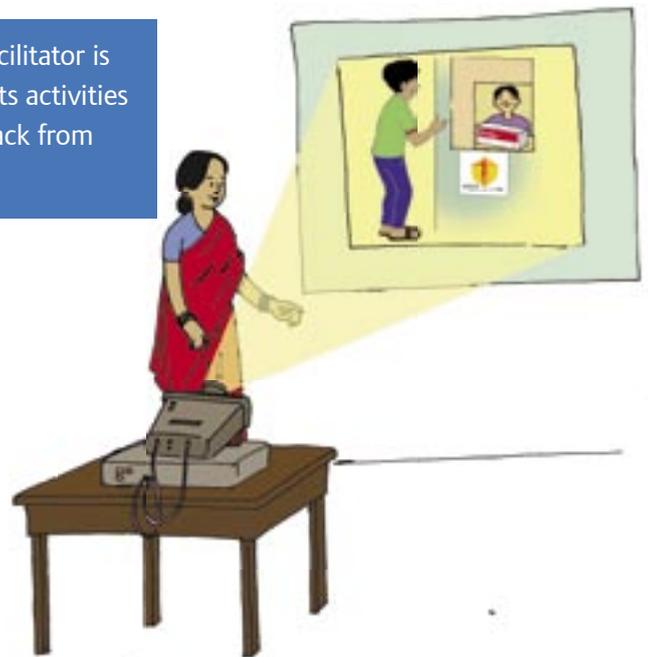
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Who is a Good facilitator?

“A training session is as good as its facilitator”

The facilitator is the backbone of any training session. A facilitator is a person who plans the session, conducts the session and its activities in an open and conducive environment and collects feedback from the group.

The **role of the facilitator** is to conduct a learning-enriched session with full enthusiasm and energy. The facilitator should ensure that all the group members are involved in the discussions and leave the room with as much learning as possible. The facilitator should keep the psycho-social needs of the group in mind and should try to address those during the session. The facilitator also has to at times act as a confidant, keeping everything the group shares with him/her confidential.



Planning and Conducting the Session

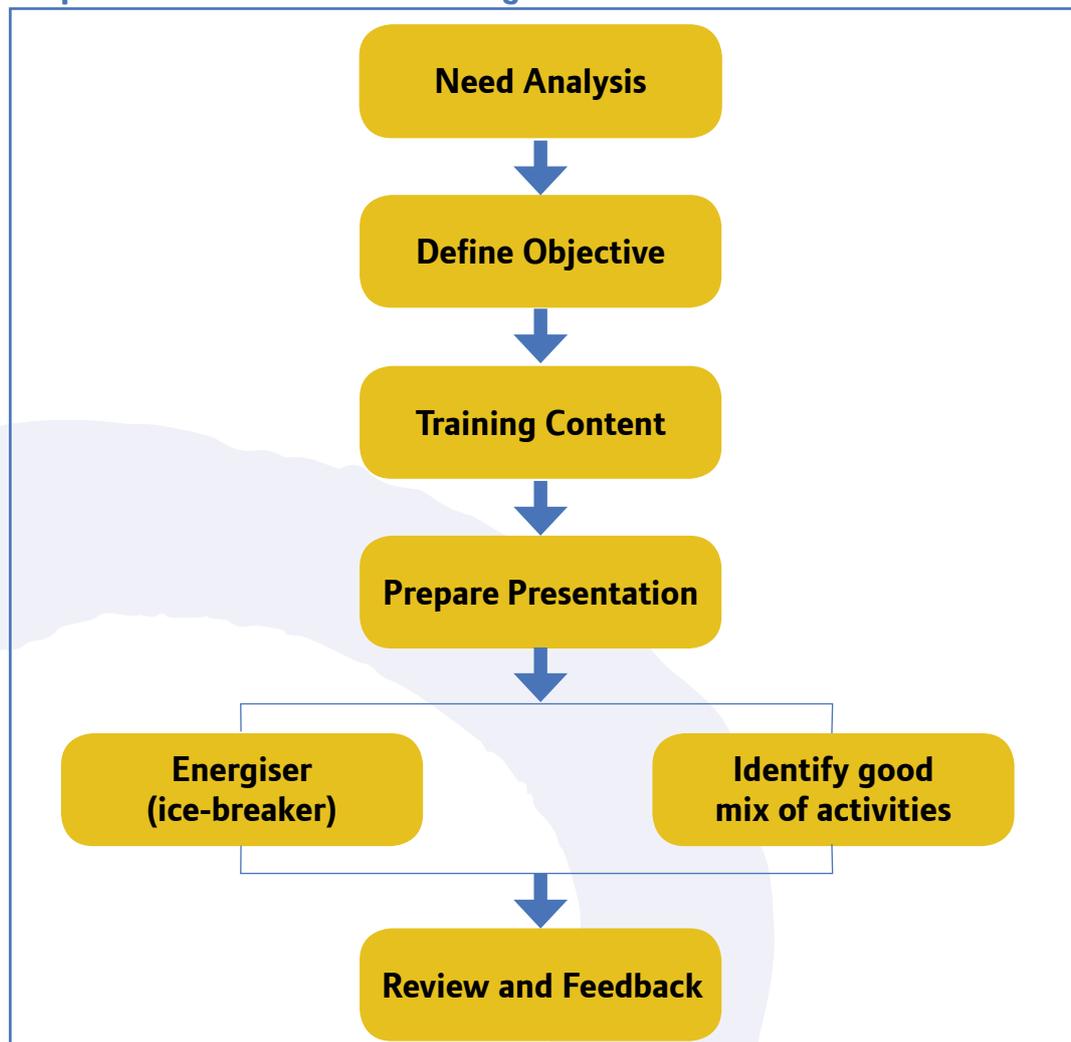
As a facilitator, a person should follow the following steps in order to plan and conduct a learning enriched session:

- Need analysis of the beneficiary group – While doing a need analysis, it is important to know the knowledge of beneficiary groups, about different issues, and the challenges they face, keeping the age, socio-economic background and culture of the group in mind. The training programme is developed based on the psycho-social needs identified for the group.
- Define the objectives of the training session.
- Work on the content for the training session, i.e. going through the module thoroughly.
- Develop your presentation before hand according to various objectives and read it thoroughly.
- Decide the energiser or ice breaker you will use to start the session. The energiser should set the tone of the session.

- Identify activities that you would use to conduct the session, according to the following criterion:
 - Total time for the session: No activity should be so long that the group loses interest
 - Materials required for each activity
 - Age
 - Gender
 - Socio-economic background
 - Psycho-social needs of the group
- While choosing activities, always use a mix of different activities, such as some which involve physical activity while others which address personal issues. It is important to remember that all the activities are experiential and participatory in nature.
- Decide on how are you going to review your session, i.e. how to take the feedback from the group.
- Do a self-review of the session, i.e. what were the good things that you will like to repeat in the next session and what are the points that you will not like to repeat or need to improve upon.

Always go through all these steps while designing a training session. Each step is important and should not be overlooked at any cost.

Steps for facilitation of a training session



Characteristics of a Good Facilitator

The most important point is to remember that you are the in-charge of the session and therefore it is your responsibility that everyone enjoys the session and learns from it. Taking care of some simple points given below can actually differentiate a good facilitator from just a facilitator:



- Relax before the session: Taking deep breath before the session helps you relax. Eat properly and take rest so that you can take a session with lot of energy and enthusiasm. Be confident of your session and various activities. Always remember that there is always a second chance where you can improve.
- Read the material thoroughly so that you are confident about the material. Be well-versed with the activities and the instructions you need to give to the group. Before giving the presentation, visualise yourself doing an enthusiastic and enriching training program.
- Be ready with all your material before the training session. It is a good idea to be well-versed with the room and the equipment before the session, so that the session can run smoothly.
- Talk to the participants as they arrive in the room. It is easier to speak in front of people you are familiar with than a group of strangers.
- Begin the session with an interesting activity or ice-breaker. As, a good beginning sets the right tone for a good session.
- The key to facilitate effectively is to remember that your role is to lead the discussion, not direct it. As a leader, you should focus on drawing ideas out of the participants, rather than dominating with your ideas and experiences.
- Always respect the participants and give them a lot of open questions and ideas to speak and think about.
- Encourage the participants to come up with their answers and discussions but also at the always consolidate and summarise the learnings in the end.
- It is ok not to know a few answers and if you don't know then accept in front of the group and tell them you will get back with the right answers.
- Do not ridicule any participant at any cost, i.e. not even a person who gave an incorrect response or who is trying to argue on every point. This may freeze the discussion, as others do not want to take risk responding, for fear of being shut down. To avoid any embarrassment, acknowledge the efforts made by the person and then redirect the question to the whole group. For instance, you might say, "Interesting. I think this is an interesting view. Who else will like to say something?"

At last, catch the pulse of the session. Be flexible, if you feel people are not responding to any activity or are getting bored, then feel free to change your plan. Enjoy your session and others too will enjoy with you.

Dos and Don'ts

Dos

- ✔ Always be full of energy and meet everyone with a smile.
- ✔ Make sure that the confidentiality is ensured.
- ✔ Respect each participant and be sensitive to their thoughts and ideas.
- ✔ Ask and encourage open-ended questions.
- ✔ Always help the group understand the relevance of the training session being conducted in their life.
- ✔ It is a good idea to encourage your participants to share their views openly.
- ✔ Ensure that appropriate time is given for each activity to all the participants.
- ✔ Give a lot of examples from real life specially the ones which are most suitable for the age group and socio-cultural background of the beneficiaries.
- ✔ Any specific or important issue such as emotional trauma that come up during discussions need to be handled with care in the group or separately with the individuals concerned. Please make sure that such issues are not left midway and handled carefully.
- ✔ Be flexible according to the needs of the group.

Don'ts

- ✘ Do not use negative language, such as, "That's wrong," when responding to the participants.
- ✘ Never insist on names in the beginning, but as the session goes by, try to know their names. By asking participants to say the names in the beginning, you may actually discourage them because you will no be able to remember all the names.
- ✘ Don't let any one participant to do all the talking. Encourage everyone to speak.
- ✘ Don't moralise any issue. Preaching a sermon is the last thing anyone wants to listen in a training programme.
- ✘ Don't let any participant snub or make mockery of any other participant's views.
- ✘ Don't coerce a participant to speak. There is very thin line dividing encouragement and forcing.

Activities for Facilitating the Module

Activity 1

Holding Hands



Objectives

- Ice Breaker for the group
- Encourage participants to share their ideas openly
- Understanding how we effect each other in a group



Time Required

30 minutes



Materials Required

Open space

Procedure

- All the group members are asked to stand in a circle.
- Each individual is asked to take out their left hand.
- They are then instructed to hold any one's left hand, but not of the person standing next to them.
- They are then instructed to hold out their right hand and hold each other's right hand but not of the person they have already held hands with.
- The group is then told to unwind this chain. Only two people in the group can leave their hands. None of the other members are allowed to leave each other's hand.

- The facilitator keeps encouraging the group to go on and does not allow the other members to leave each other's hands.
- After the group has finished unwinding the chain, the group is asked to discuss how each member of the group influenced others.

Learning outcomes

The facilitator stresses on how important it is to work as a group and how some aspects can be your strengths while others can be your weaknesses.

Life skill to be addressed: Problem Solving, Team building

Important pointers to be discussed:

- The group is asked to think about how that chain in the beginning looked like a life full of problems where you are caught but later as you went about unfolding it, you enjoyed doing it because you didn't think about it as a problem and you knew you could find a solution.
- The way the group worked together and how their working towards the solution helped the group solve the task needs to be stressed by the facilitator i.e. stressing on how critical thinking helped them find a solution.

Activity 2

Flow Chart



Objectives

- To understand the symptoms of malaria, its causes, symptoms, and ways to treat it
- To encourage the participants to take action based on their knowledge about preventing malaria
- To develop critical thinking among participants



Time Required

50 minutes



Materials Required

Flip chart and markers

Procedure

- The facilitator draws the given flowchart on the flip-chart and fills in the boxes with the help of information from the participants.
 - Causes
 - Prevention
 - Symptoms
 - Treatment
- All the information should be filled in with the help of participants.



Learning outcomes

The facilitator stresses all the important information regarding malaria and how one can be saved from malaria using some simple steps.

Life skill to be addressed: Presentation skills, communication skills

Important pointers to be discussed:

- The facilitator highlights the importance of organizing information and how it is important to present the information in easy, interesting manner so that others can understand it easily.



Activity 3

Question Box



Objectives

- To discuss various questions and clarify doubts related to TB
- To encourage the participants to deal with various myths around TB



Time Required

40 minutes



Materials Required

Coloured sheets of paper

Procedure

- The facilitator need to make small strips of paper.
- On each strip of paper, the facilitator writes a question from the technical document and puts them in a box related to TB.
- In another box, the facilitator puts separate chits of paper with answers to each question written on each chit.
- Each participant is asked to pick up one chit from each box.
- After all the participants have picked up the chits, they are asked to sit in a circle and any one participant reads out her question.
- Other participants have to find out who has the answer to that question and then whoever has it reads it out. Once the question and answer matches and is read out and discussed in the group, they are kept in the centre.
- The person who has the answer, reads out her question.
- The activity continues till all the question and answers have been read out and discussed.
- The facilitator then writes DOTS on the board with the help of small dots. The group is asked to find out what is written on the board. Once the group comes up with the right answer, the group is told how each dot is important in making the whole letter, similarly each dosage is important to treat TB and therefore, should not be missed.
- The facilitator then highlights the important steps in treating TB.

Questions to be addressed

- What is TB or Tuberculosis, How is TB caused?
- Is TB infectious, Is it possible to be infected and not develop TB?
- When should I start doubting that I may have TB?
- When should a person get himself tested for TB?
- How can I find out whether I am suffering from TB?
- Do we need to keep some important things in mind, while getting oneself tested for TB?
- Do only poor people suffer from TB?
- What should one do if a person is suffering from TB?
- What is DOTS? I have heard that in DOTS you have to visit the health centre everyday. Is that true?
- How long does this treatment takes and what medicines are taken in DOTS?
- Do I need to take any special precautions while getting treated for TB?

Learning outcomes

The facilitator should encourage a lot of discussion about TB among the participants and all the doubts of the participants regarding TB should be clarified. Various aspects of the treatment should be clarified to the group.



Life skill to be addressed: Communication skills, Problem Solving and Decision making

Pointers facilitator needs to discuss:

- The facilitator helps the group to develop effective speaking and listening skills such as maintaining eye contact, talking empathetically, giving positive feedback, etc.
- The facilitator should ask the group to develop a positive attitude and think about problems in their life realistically analyzing the consequences and not magnifying or minimizing them.
- The group should also be encouraged to take their decisions objectively after thinking about their pros and cons realistically. They should be able to take responsibility for their decisions.

Activity 4

Alert Card



Objectives

- To understand the symptoms of Dengue, its causes, treatment and ways to prevent it
- To enhance problem solving and decision making skills of the participants



Time Required

50 minutes



Materials required

None

Procedure

- The facilitator writes the symptoms, ways of dealing and preventing Dengue are highlighted on the board.
- The group members then develop a red alert card using all those symptoms which if present, should ring a danger bell and therefore the patient is immediately taken to the doctor.
- The alert card should look like this.

Symptom	Day 1	Day 2	Day3
High Fever			
Body ache			
Head ache			
Rashes on skin			
Nausea			
Pain in eyes			

Life skill to be addressed: Problem Solving and Decision making

Pointers facilitator needs to discuss:

- The facilitator encourages the group to think about various problems objectively and always work towards a solution.
- The group should also be encouraged to take their decisions objectively after thinking about their pros and cons realistically taking responsibility for their decisions. All of us should act on their decisions and always be ready to take positive action.

- The facilitator then clarifies all the doubts related to Dengue that people may have in the group.

Learning outcomes

The facilitator helps the group understand what is Dengue and what are its symptoms, causes and treatment. The facilitator also clarifies all the doubts participants have regarding Dengue.

Activity 5

Action for Support



Objectives

- To encourage participants to take steps to prevent TB, Malaria and Dengue
- To motivate participants to spread awareness about these three diseases and how we can deal with them
- To help participants take initiative and take corrective actions in that direction



Time Required

30 minutes



Materials Required

Coloured paper

Procedure

- The facilitator reads out a pledge in front of the group, such as “I promise to keep my environment clean as I owe it to my children.....”.
- The group is asked then to make a pledge of their own including all the steps they will take to keep their environment clean and spread awareness.
- Once the pledge is made all the group members collectively repeat that pledge with the facilitator.
- The facilitator lists out the actions each individual needs to take on the basis of the pledge and each individual speaks out the action they will take, with regards to the pledge.



Learning outcomes

The facilitator should encourage each individual to take action and spread awareness among the population.

Life skill to be addressed: Positive thinking, Critical thinking, Creative thinking

Important pointers to be discussed:

- The group should be encouraged to think of different ways of preventing various diseases and how we should try to get more and correct information through different sources.
- They should also be motivated to work on positive thought and work towards positive action.
- The group should be asked to think of different kinds of pledge groups that can come up with which each group will always remember also and how we can spread it to maximum number of people.

Activity 6

Reading a Story



Objectives

- To help the group realise the importance of individual role in every action
- To develop critical thinking among participants and ability to appreciate positive



Time Required

20 minutes



Materials Required

None

Procedure

- The facilitator reads out the story given below to the group:-
 - Once there was a storm in the ocean. As a result, next day morning, many starfish were displaced on the beach. Lot of people were passing by without bothering to pick them up. Only one man was picking up starfish and throwing them back into water. Another person passing by asked him, what are you doing? He said, I am saving their life by throwing them into water.” The man said, “what difference will it make? The beach is full of starfish. How many will you be able to save?” The man picked up one starfish and threw it in the water and said, “ I just made a difference to that one.” The other person was quiet after that and he slowly bent down and also started throwing the starfish in water. Slowly, all the people on the beach were throwing starfish in the water. Soon, the beach was empty and all the starfish had been saved.

Life skill to be addressed: Positive thinking, Critical thinking

Important pointers to be discussed:

- The group should be encouraged to take positive action and appreciated good, positive things in their life, no matter how small they are.
- The group should also be asked to think of how each positive change is important, no matter how small it is.

- The group is asked about what did they learn from the story. The facilitator stresses on how an individual’s action can save a life. Therefore, how people need to do the right thing even without bothering as to what other people are thinking.

Learning outcomes

The facilitator needs to stress on how positive action even by one individual can make a difference and how important it is to take initiative.

My Learning

As a facilitator, it is important for you to reflect on the session and carry your learnings from that session further to next session. Please fill in the boxes given below honestly.

- The good things that happened in the session which should be repeated in the next session

- Things I need to improve upon

- Things that I cannot repeat in the next session

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Plan India's rights based approach helps bring lasting improvements to the lives of vulnerable children and their communities in India, including children living on the streets and those living in urban homeless families; those with disabilities or affected by HIV; those who are exploited and trafficked; the children of sex workers; and child labourers. Plan India also works to help girls overcome the disadvantage and discrimination they face in everyday life within most communities.

Plan India is committed to the principles of child rights and equality, and we work to develop the capacity of civil society to meet their own needs by replicating successful development models.

Plan India is part of Plan International, one of the world's largest community development organisations. Plan's vision is of a world in which all children realise their full potential in societies which respect people's rights and dignity.

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