

Training on Life Style Education

Facilitator's Guide

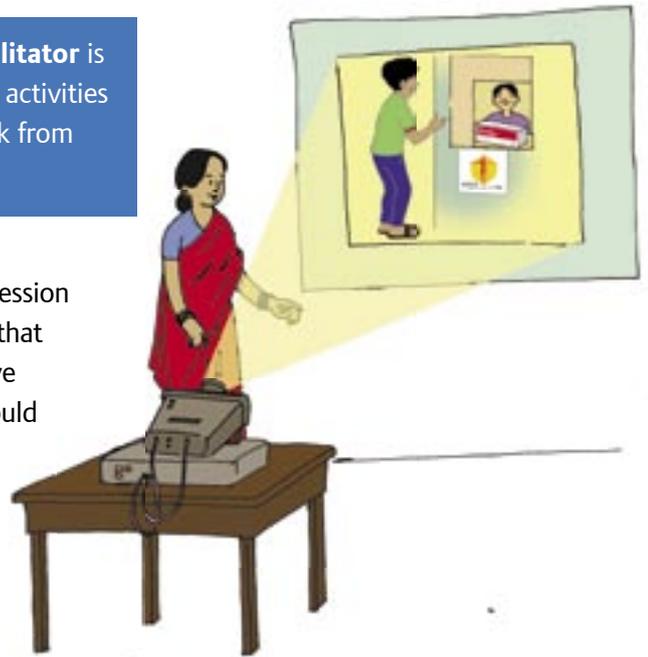


Who is a good facilitator?

“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

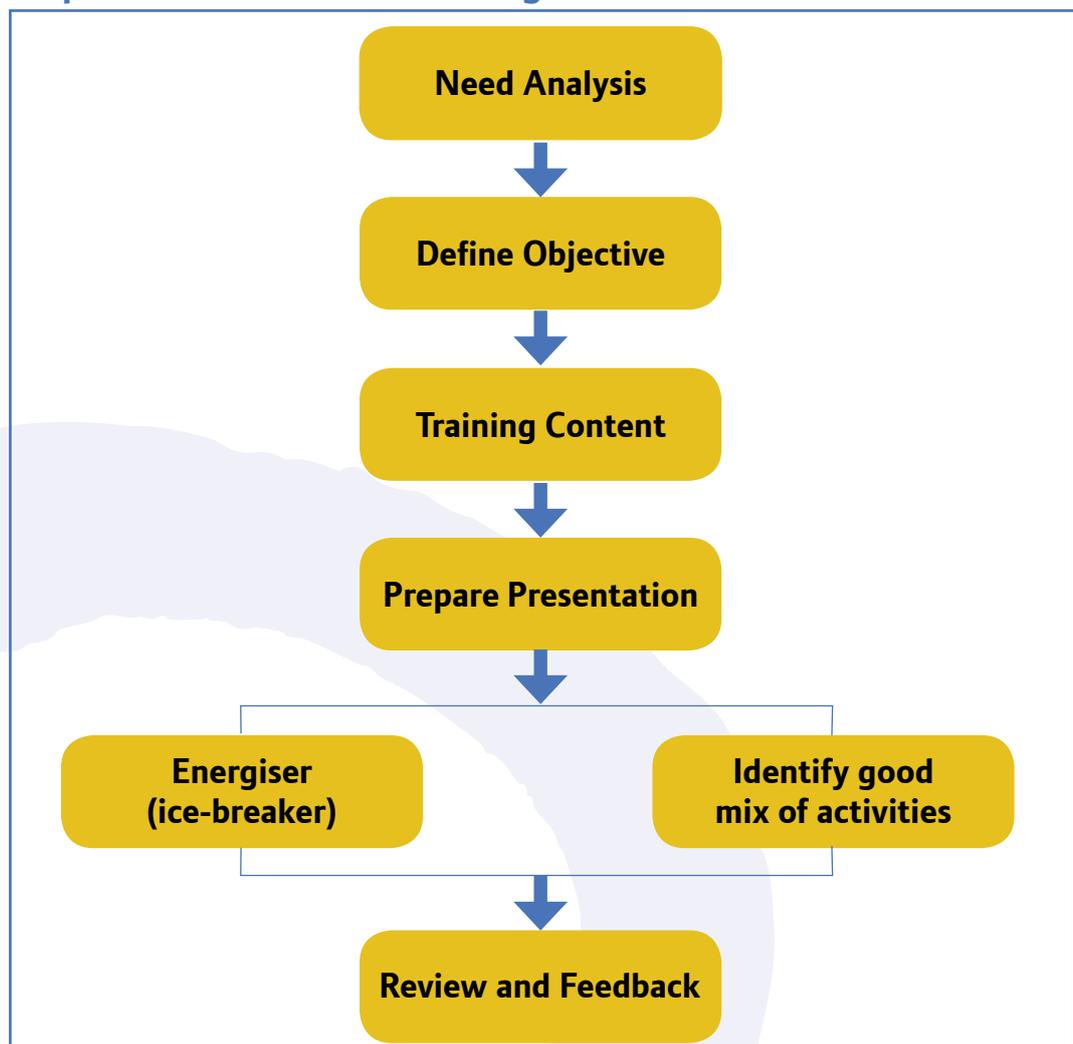
As a facilitator, a person should follow the following steps in order to plan and conduct a learning enriched session:

- 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.

Do's 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

Knowing oneself



Objectives

- Ice-breaker for the group
- Encourage participants to share their ideas openly
- Understanding oneself and know how our decisions effect our life



Time Required

30 minutes



Materials Required

Copies of the psychometric test

Procedure

- Each individual is given a copy of the psychometric test and asked to mark themselves on the test.
- They are given around 20 minutes to mark the test.
- The facilitator then tells the group about how to mark oneself on the test and see where they lie.
- The group is then encouraged to share their scores with other member of the group, but only if they wish to.
- The facilitator should not force anyone to share their scores.
- After the group has finished, they are told that each one of them is different and how being aware helps them take the right steps in the right direction.

Self Test For Alcoholism and Drug Addiction

Please answer yes or no to the following questions:
1. Do you lose time from work due to your drinking or drug use?
2. Is drinking or drug use making your home life unhappy?
3. Do you drink or use drugs because you are shy with other people?
4. Is drinking or using drugs affecting your reputation?
5. Have you ever felt remorse after drinking or drug use?
6. Have you gotten into financial difficulties as a result of your drinking or drug use?
7. Do you turn to lower companions and an inferior environment when drinking or using drugs?
8. Does your drinking or using drugs make you careless of your family's welfare?
9. Has your ambition decreased since drinking or using drugs?
10. Do you crave a drink or drugs at a definite time daily?
11. Do you want a drink or drugs the next morning?
12. Does drinking or drug use cause you to have difficulty in sleeping?
13. Has your efficiency decreased since drinking or using drugs?
14. Is drinking or using drugs jeopardising your job or business?
15. Do you drink or use drugs to escape from worries or troubles?
16. Do you drink or use drugs alone?
17. Have you ever had a complete loss of memory as a result of your drinking or drug use?
18. Has your physician ever treated you for drinking or drug use?
19. Do you drink or use drugs to build up your self-confidence?
20. Have you ever been in a hospital or institution on account of drinking or drug use?
If you answer yes to one question, it is a warning for potential alcoholism/drug addiction. If you answer yes to two questions, it is likely that you are an alcoholic or addict. If you answer yes to three questions, it can be assumed that you are addicted to alcohol and/or drugs. Please contact us for a more comprehensive assessment.

Learning outcomes

The facilitator stresses on how important it is to know about one self and work towards the right direction based on that knowledge. It is important to accept our strengths and weaknesses and work on that basis.

Life skill to be addressed: Self awareness, Importance of confidentiality

Important pointers to be discussed:

- The trainer encourages the group to reflect on their every day's action at night and think about one good action they did that day and one action they could have improved. This helps them work towards self growth and development.
- The facilitator also highlights the importance of confidentiality and maintaining trust always, for trust once broken is difficult to get back completely.

Activity 2

Understanding substance abuse and dependence



Objectives

- To understand the concept of substance abuse and substance dependence
- To help the participants be aware of harmful effects and how it effects their body
- To develop critical thinking among participants



Time Required

50 minutes



Materials Required

Fevicol bottle, A4 paper, Cardboard for each participant

Procedure

- The facilitator gives each participant a sheet of paper, cardboard and fevicol bottle.
- The participants are asked to stick the paper to the cardboard by only dropping one drop of fevicol on the paper.
- The participants are then asked to remove the paper from the cardboard without tearing it off.
- They are asked to then stick it again using some more fevicol but they can only increase the quantity of fevicol by one drop at a time.
- They are asked to stick it properly, i.e. each corner of the paper should be stuck properly.
- The facilitator then observes how the paper keeps getting torn and how each time they need more fevicol to stick it properly.
- The facilitator then draws a similarity between paper and cardboard with person's life and drug, i.e. how we start by taking less alcohol or drug and slowly we need to increase its quantity to get a better effect and how our life like that paper keeps getting effected by the drug, but we don't notice until it is too late.

Learning outcomes

The facilitator highlights how we get addicted with different substances and highlights the importance of critical thinking and looking beyond the obvious and how important it is to refuse the substance, in the first place.

Life skill to be addressed: Communication skills, Assertiveness training

Important pointers to be discussed:

- The participants are encouraged to learn to say 'no' without thinking that it would have any negative consequences and how it is important to say no at times because the long term consequences may be more serious than immediate consequences.

Activity 3

Case study analysis



Objectives

- To understand the concept of substance abuse and substance dependence
- To help the participants be aware of harmful effects of various drugs and substance
- To develop critical thinking among participants



Time Required

50 minutes



Materials Required

A4 sheets

Procedure

- The facilitator divides the group into small sub-groups of 4-5 people in each group.
- Each sub-group is given a case study which they need to analyse on the basis of following parameters:
 - Substance the person is addicted to
 - Symptoms that help us recognise that a person is suffering from substance abuse and dependence
 - Harmful effects of the drug
 - Ways to prevent from getting involved with drugs
- Each group is encouraged to analyse the case study, critically do not only look at the superficial details.
- Each group then presents their case study and analysis to the whole group, which is followed by discussion in the whole group.
- The facilitator writes the important points on the flip chart in the form of a table

Substance abused	Alcohol	Tobacco	Smoking
Symptoms			
Harmful effects			
Precaution and treatment			

Case Studies

- Rahul is a 18 year old student who has started having alcohol recently. He feels he is the king after having alcohol. Now, whenever he has a problem, he asks his friend to get him a bottle of alcohol. His friends have started ignoring him and ask him to pay for alcohol. But he doesn't have any money. That is not a problem, for he can easily take out money from his dad's pocket without telling him.
- Rama is 40 years old and has been chewing tobacco for past 5 years. She cannot stay without it now. It is easily available and doesn't cost her much. But, recently she has been having lot of pain in eating. She has also started getting tired easily and doesn't feel like doing anything. She has decided to visit a doctor and get a check up done.
- Raj loves to smoke. He started smoking after his friends told him that only kids don't smoke and if he is a man, he would smoke. He started smoking once a day but slowly, it has increased to one packet a day. He was star cricketer but now he has been asked to leave the team because he does not have the stamina to play and gets tired easily.



Learning outcomes

The facilitator highlights how we get addicted with different substances and what are the harmful effects of each substance. The facilitator also highlights the importance of communication and how taking action at the first step can save you from so many other major challenges.

Life skill to be addressed: Critical thinking, Communication skills

Important pointers to be discussed:

- The facilitator should encourage the group to develop their knowledge base through reliable sources.
- The facilitator also help the participants develop persuasion skills which helps them to encourage others to understand how substance abuse affects them and their families.

Activity 4

Role play



Objectives

- To learn to say no and be assertive
- To support friends who are refusing drugs or any other addictive substance
- To enhance problem solving skills of the participants



Time Required

50 minutes



Materials required

None

Procedure

- The facilitator divides the group into 3 sub-groups of 4-5 members each and gives each group one of the following situations:
 - Ramesh has recently made a new friend Kishore. He enjoys playing cricket with him. But he has found out that Kishore smokes secretly at night. Ramesh is thinking about how should he stop Kishore.
 - Reena's friends have been telling her to chew Gutka. They say it is very tasty and they enjoy it. She has also tried it once but her didi has told her the ill-effects of it. She doesn't know how to say no to her friends and not eat chutki either.
 - Amer enjoys having alcohol. But is yet to realise its effects. He is afraid that his kids see him having alcohol daily and may start having it. He doesn't know how to get rid of this addiction.
- Each sub-group comes and presents their role play. They are encouraged to think of positive solution and various ways to help the character in the group.
- Group members are then asked to think of other possible solutions to the situation.

Learning outcomes

The facilitator helps the group understand that how can they support a person who is already addicted. The group members also learn ways of saying no so that they do not get involved with substance at the first step.

Life skill to be addressed: Interpersonal Relationship, Problem Solving, Decision making, Dealing with emotions

Important pointers to be discussed:

- The facilitator encourages the participants to understand other person's viewpoint sensitively and be open-minded and ready to help others.
- The facilitator should also develop the decision making skills and problem solving skills among participants by helping them choose pros and cons for every decision they take for each case study and analyze the decision objectively, taking responsibility for each decision they take.
- The facilitator should also help the participants understand a mix of emotions an individual may have to undergo and therefore the family and society should provide him/her unconditional support.

Activity 5

Balloons of support



Objectives

- To help participants understand ways of supporting people suffering from substance abuse
- To help participants deal positively with interpersonal relationships



Time Required

30 minutes



Materials Required

Coloured balloons with chits of paper placed in them

Procedure

- The facilitator prepares chits of paper. On each chit, he/she writes various ways of helping the person suffering from substance abuse or dependence.
- On such different chits, following points can be written:

As a parent-

1. We should have a patience of listening and communicating openly with the child
2. One should keep oneself interested in the child's activities and his friends
3. One should share problems at home and talk about one's child's problems
4. As a parent one should set an example and not abuse alcohol and the drugs himself
5. One should keep track of prescribed drugs at one's home and supervise child medication

As a teacher-

1. We should talk to students informally and communicate openly with students
2. Discuss the dangers of drug abuse and point out the consequences
3. Keep ourselves interested in the activities and interests of the students
4. Share experiences and talk about the problems of adolescent and guide students how to handle them.
 - Each participant is asked to blow their balloon.



- Once all the balloons are ready, they are asked to play with them ensuring that not even one balloon touches the floor.
- The facilitator gives them instructions that even if one balloon touches the floor, they will have to save their balloon and burst all the other balloons in the room. Each person has to collect chit that comes out of the balloon once it bursts.
- After all the balloons have been burst by the group, the members are asked to read their chit and the facilitator writes them down on the board.
- The group later discusses all the ways and is asked to think of various ways that they can use these strategies.

Learning outcomes

The facilitator should encourage the group to come out with more strategies to help the youth and others around them. The facilitator also discusses that how our trust is like a balloon which once broken is very difficult to mend.

Life skill to be addressed: Trust building and Interpersonal Relationship

Important pointers to be discussed:

- The facilitator also discusses that how our trust is like a balloon which once broken is very difficult to mend.
- The facilitator encourages the group to highlight the characteristics of a healthy relationship and how if anyone of them is missing, it affects their relationship.

Activity 6

Poster-making



Objectives

- To help the group understand the importance of taking up a pro-active role in dealing with substance abuse
- To develop creative thinking among participants



Time Required

40 minutes



Materials Required

Coloured paper sheets, newspaper, glue stick and colours

Procedure

- The facilitator divides the group into 5 sub-groups of 4-5 participants.
- Each sub-group is asked to develop a poster to spread awareness about substance abuse and help people take a right decision in their life looking at long term goals rather than short term benefits. They have to use the newspaper, colours and glue stick provided to them.
- Each group then comes and shows their poster to other groups.

Learning outcomes

The facilitator needs to aim that all the groups think creatively about using the newspaper and give one positive way of handling or preventing substance abuse on their posters.

Life skill to be addressed: Communication skills, Creative thinking

Important pointers to be discussed:

- The facilitator encourages the group to find out various creative ways of passing message to maximum number of people and motivate people to take effective actions.

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

Plan India is a nationally registered child centred community development organisation. For over 30 years, Plan and our partners have helped communities throughout India to help themselves, so that children have access to their rights including the right to protection, basic education, proper healthcare, a healthy environment, livelihood opportunities and participation in decisions which affect their lives. We encourage children to express their views and be actively involved in improving their communities. Plan India currently works in 11 states in India and has impacted the lives of over a million children.

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.

Disclaimer

"The content is only to create/enhance public awareness and not for any treatment guidelines. Nothing in the content should be construed as the giving of advice or the making of any recommendation and this content should not be relied upon as the basis for any decision or action. You must consult a suitably qualified healthcare professional on any specific problem or matter which is covered in any of the content before taking any action. We make no warranties, representations or give any undertakings either express or implied about any of the content (including, without limitation, the timeliness, currency, accuracy, completeness or fitness for any particular purpose of such content or that the results which may be obtained from the use of the content will be error free or reliable.).

Nothing of the content shall be deemed to constitute an invitation to invest or otherwise deal in shares or other securities of AstraZeneca Pharma India limited".



Plan India

E-12, Kailash Colony, New Delhi- 110048
Tel: 91 11 46558484 Fax: 91 11 46558443
E-Mail: planindia@planindia.org
www.planindia.org