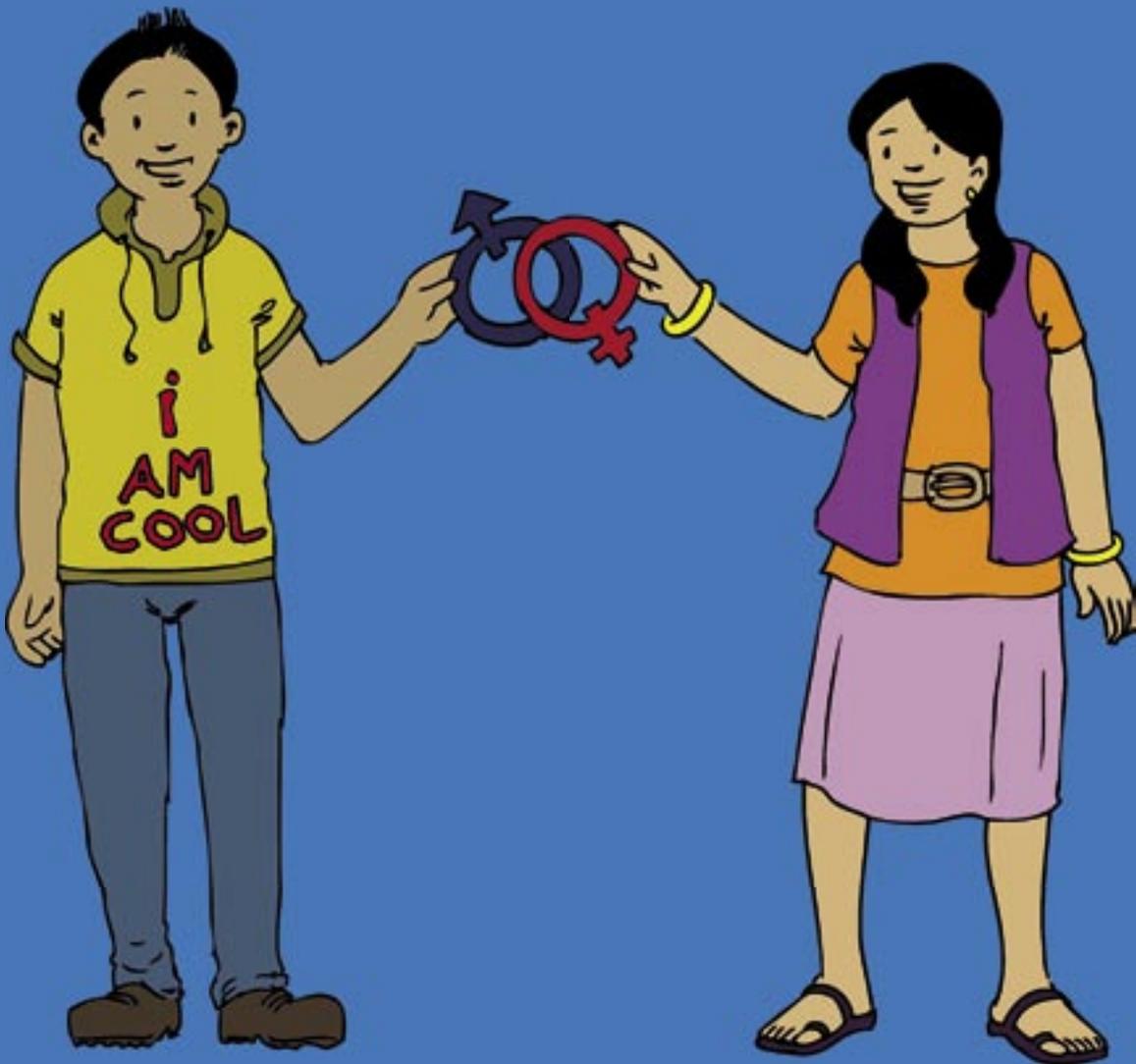


Training on Reproductive Health

Facilitator's Guide

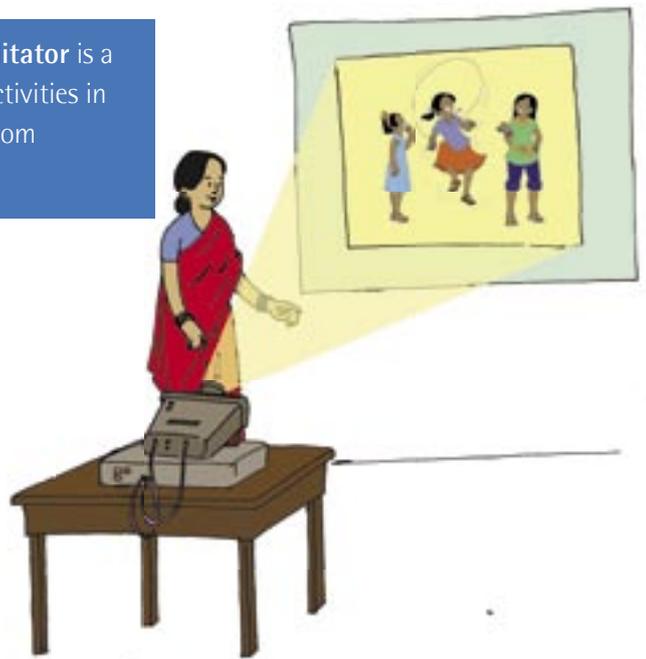


Who is a good facilitator?

“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

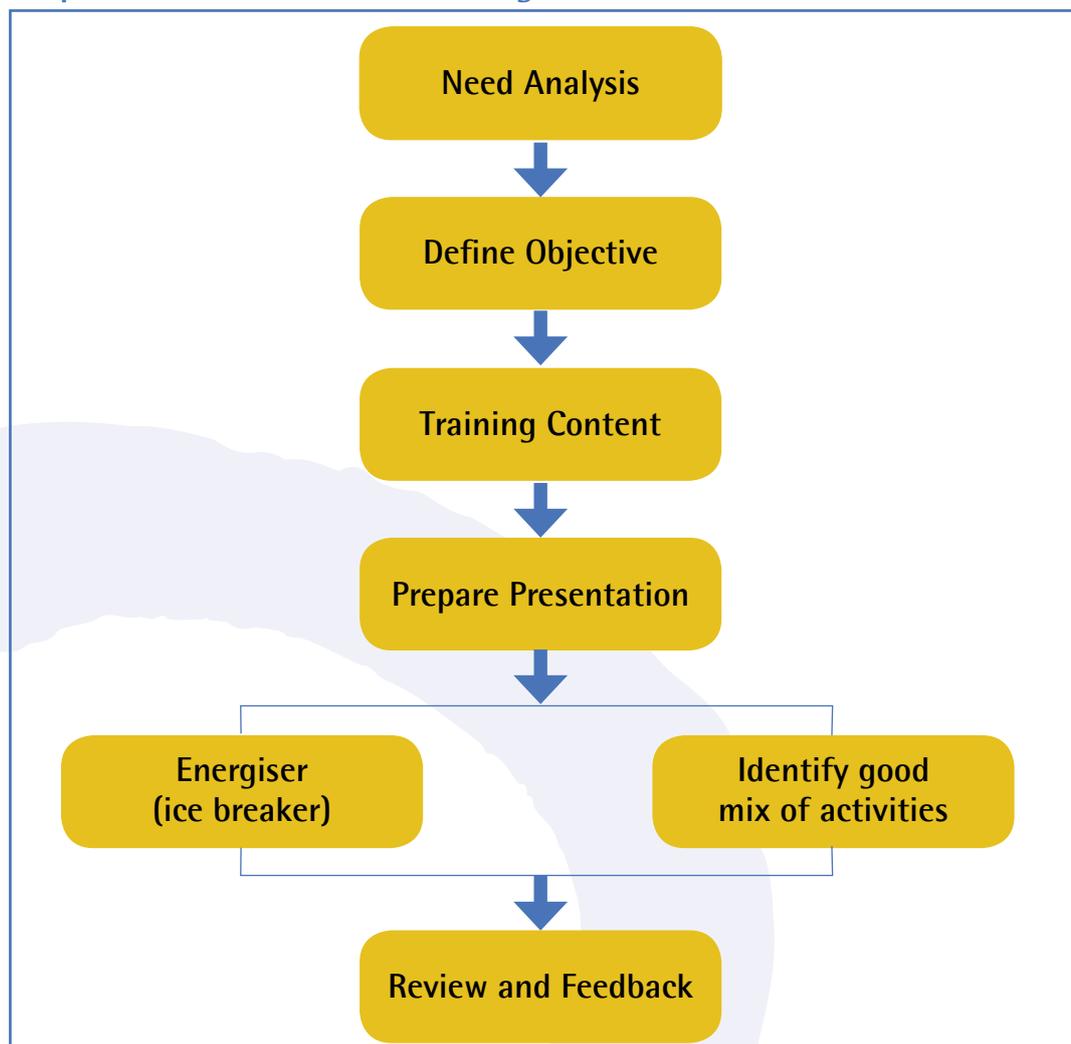
As a facilitator, a person should follow the following steps in order to plan and conduct a learning enriched session:

- 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

Designing your Visiting Card



Objectives

- Ice Breaker for the group
- Encourage participants to share their ideas openly
- Developing the confidence level of participants
- Developing the trust among participants



Time Required

20-30 minutes



Materials Required

Coloured Paper, Coloured pens, Music System

Procedure

- The group is asked to sit in a circle.
- Each individual in the group is told that today is their day to design their own visiting card.
- The facilitator says, "All of us have seen a visiting card. It generally has the name, address, phone number, etc. Our visiting card is going to have a picture of our dream- any one dream that you really want to come true has to be presented in a pictorial form."
- The facilitator tells them to use any coloured sheet that they want to use and coloured pens to draw their dream.

- The facilitator may play music at the back while the group is making their visiting card.
- After the group has finished, each member is asked to share their visiting card with the whole group.
- The facilitator then tells the group that each of us have a different dream and the way we have openly shared our dreams, in the same manner we are going to share our personal experiences today openly so that we can all learn from each other. All of us are different and therefore, it is important to accept everyone openly.

Learning outcomes

The facilitator stresses on how each one of us is different, therefore need to accept each other the way we are. He or she also stresses that in this session, they may discuss a lot of personal issues and information, which all the group members need to hear openly and keep that confidential within the group. The facilitator should also encourage all the members to share their views and not be afraid of being judged.

Life skill to be addressed: Creative thinking, Interpersonal Relationship, Self awareness

Important pointers to be discussed:

- The facilitator also motivates the group to come up with different attributes represented by different objects in nature, such as mountain shows determination, tree represents sharing or giving.
- The facilitator highlights that how we should not judge others but appreciate them for their strengths.
- The trainees are encouraged to explore more and different strengths rather than ones which are easily visible.

Activity 2

Story of Ramesh and Rajni



Objectives

- To understand various pubertal changes those take place in adolescents.
- To develop positive attitude towards changes taking them as challenges.
- To improve the readiness level of the participants.
- To develop critical thinking among participants.



Time Required

40 minutes



Materials Required

None

Procedure

- The facilitator reads the following story to the group and asks them to identify how is Ramesh and Rajni's life changing in this story.
- "Ramesh is very happy these days. He has started developing moustache and beard. He feels he is becoming a man. He has started going out with his friends and wants to spend more time with his friends. He shares all his secrets with his friends and doesn't want to share his life with his parents. He feels like staying alone at times and at times he wants to go and have fun. He is disturbed these days for his friend has told him that he is thin and looks like a girl. He has started going to the gym after that. He also likes a girl in his school and is thinking about how to tell her."
- "Rajni is very confused these days. Some of her aunts in the neighbourhood have started telling her that she is growing up fast. Some boys have also started eve-teasing her. There are lot of changes happening in her body which she cannot understand. She has become very sensitive about how she looks and she feels she is fat. She enjoys being with her friends and doesn't share her secrets with her parents now."



- The facilitator asks the group the following questions and also clarifies any doubts the group has, helping them understand puberty and different changes taking place during puberty :-
 - What are the changes taking place in both of them?
 - Why are they happening?
 - What are the other changes that can take place in adolescents?
 - How do they feel about those changes?
 - Are these feelings positive? If no, how can we help them feel positive about these changes?
- The facilitator should encourage the group to think beyond what is given in the stories, i.e. trying to develop their critical thinking and helping them understand that everything cannot be taken at its face value.

Learning outcomes

The facilitator highlights how we undergo different changes during puberty, just like any other stage and how it is important to keep the positive attitude towards puberty and accept the changes as normal aspects of growing up. He/She also tried to develop critical thinking skills of the participants by helping them analyse the stories from different perspectives.

Life skill to be addressed: Self awareness, Develop self esteem, Dealing with sexuality

Pointers facilitator needs to discuss:

- The facilitator discusses how being aware of various physical changes prepares us to deal with them in a better manner. She also highlights that our health is a combination of physical, mental, emotional and social well-being and we need to take care of all the aspects.
- The facilitator should ask the group to reflect on the importance of taking various changes positively and empathetically and show sensitivity towards both the genders.
- The stereotypes trainees have about each gender should also be discussed and should be broken encouraging them to think how each gender now is capable of doing different tasks. They should also be told about how we need to break these stereotypes.

Activity 3

Understanding Oneself



Objectives

- To understand the reproductive system of both boys and girls
- To understand functions of each organ and its role in the reproductive system
- To develop high self-esteem among participants



Time Required

40 minutes



Materials Required

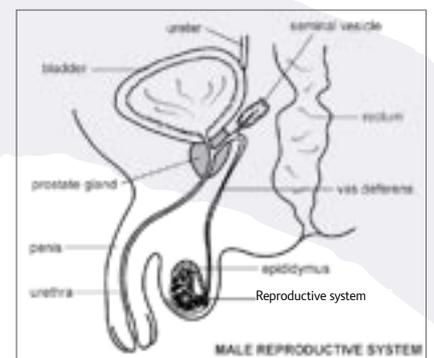
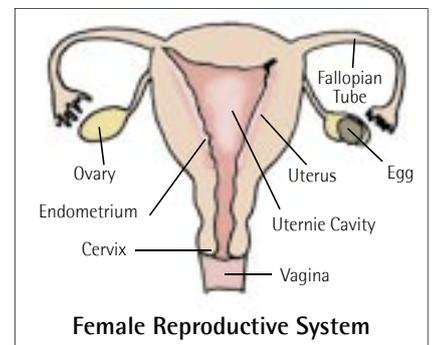
Chart papers with reproductive systems of both boys and girls along with their functions

Procedure

- The facilitator shows the diagrams of the reproductive system on the chart paper to the group.
- The facilitator explains the function of each organ in the reproductive system to the group.
- Group members are then asked to explain the organs again along with their functions.
- The facilitator should encourage open interaction amongst the group members so that they understand the reproductive system well.
- The facilitator also tries to remove any shame associated with the topic, stating that it is important for all of us to know about our body and therefore, we should not feel ashamed about knowing something about the reproductive system, rather feel proud that we know about it.

Learning outcomes

The facilitator helps the group understand the reproductive system and how each part of the reproductive system plays an important role in the system. The facilitator develops high self esteem among participants and encourages them to associate this knowledge with positive attitude rather than shame.



Life skill to be addressed: Self awareness, Develop self esteem, Dealing with sexuality

Pointers facilitator needs to discuss:

- The facilitator discusses how reproductive health is an important part of our complete health. Therefore, we should understand its importance and get correct information from various reliable sources.
- The facilitator encourages the group to be non-judgmental and not start doubting a person who clarifies his/ her doubts with the group.
- The stereotypes we all have should be discussed such as girls should not give importance to their jobs, its only girl's responsibility to take care of the family at home. These stereotypes should be questioned and how our thinking is guided by them and therefore we should be aware and try to avoid using them.

Activity 4

Case Study Analysis



Objectives

- To spread awareness about RTI/STI/HIV
- To encourage the participants to clarify their doubts about these three diseases and how to deal with them
- To develop problem solving and decision making among participants



Time Required

30 minutes



Materials required

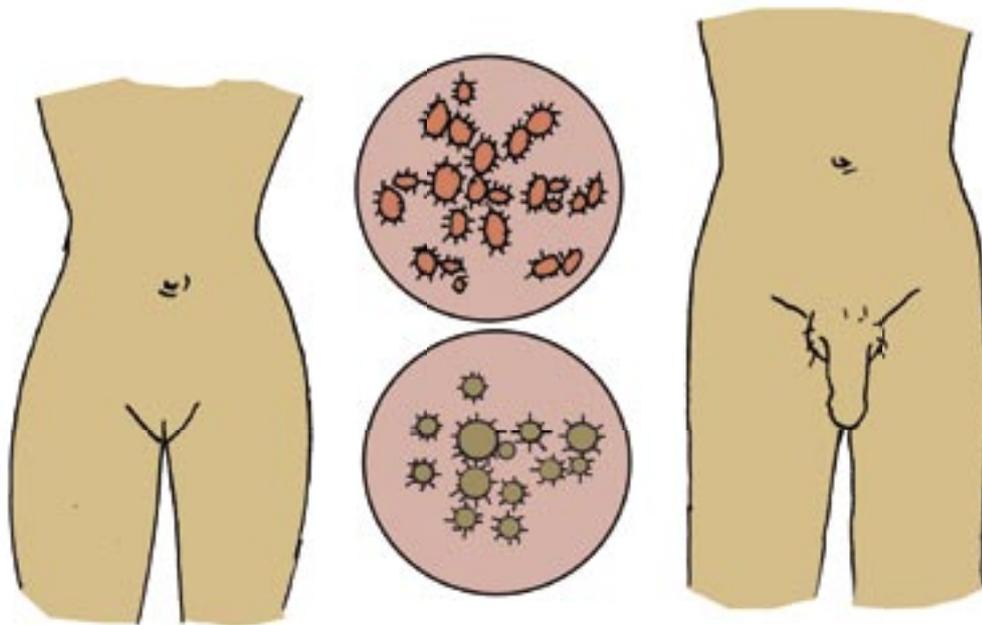
Coloured sheets of paper with case studies on them

Procedure

- The facilitator divides the group into 3 sub-groups.
- Each sub-group is given a case study, which they need to analyse on the basis of following criteria:-
 - What should the person do to deal with the problem they are suffering from?
 - How can the family support in dealing with the problem?
 - Can we do something to prevent that problem?
- After discussing the case studies for 20 minutes, each group comes and presents their analysis to the other groups.
- The facilitator then helps the group clarify ideas regarding RTI/STI and HIV to the whole group.
- The facilitator should encourage the group to take decision regarding what should be done objectively and take responsibility for that decision.

Case Studies

- Rajesh has been having a lot of itching in his private parts. He thought it was normal but now the pubic area is red and seems to have some inflammation also. What should Rajesh do?



- Varun has been identified as HIV +. It was just that one night stand that he had with a girl he did not know very well. He is very disturbed and confused that whether having intercourse only once can also lead to HIV or is it due to something else.
- Beena has been having a lot of yellow discharge around the vagina. It is very foul-smelling and whenever she passes urine, it is very painful for her. She also has to pass urine many more number of times than what she used to do usually.

Learning outcomes

The facilitator should encourage a lot of discussion among the participants about RTI, STI and HIV. It is important for the facilitator to clear all the doubts regarding all the three. 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 analyse the decision objectively, taking responsibility for each decision they take.

Life skill to be addressed: Interpersonal Relationship, Problem Solving

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.

Activity 5

Role Play



Objectives

- To help the group understand pregnancy and various issues related to pregnancy
- To help the participants develop a clear and positive attitude towards changes happening during adolescence
- To help the participants understand the importance of family planning and ways to do family planning
- To develop communication skills among participants



Time Required

60 minutes



Materials Required

None

Procedure

- The facilitator divides the group into 3 sub-groups of 4-5 participants.
- Each subgroup is asked to develop a role play around the three issues given below:
 - Pregnancy and how does it effect a teenager
 - Family planning and effective ways of doing it
 - Adolescence and various topics like masturbation, night fall,etc.
- Each group needs to explain to the group various myths around the issue, concerns people have and steps an individual needs to take in order to deal with the topics given.
- The group then discusses the role play in detail along with clarifying the processes and myths or concerns around the issue.
- The group also discusses the role of each character in the play of whether they were able to explain the issues clearly or not and what else could have been said.
- The facilitator also stresses how positive communication helps in understanding and developing relationships, such as instead of saying it is your fault, we can say that this is the problem.

Learning outcomes

The facilitator needs to aim that the session should prepare the group to handle such issues and understand various concerns related to it. The facilitator should also help the participants

understand the concept of health and how keeping healthy also involves taking care of your body and mind and private parts also. The facilitator stresses the importance of positive communication among participants.

Life skill to be addressed: Dealing with sexuality, communication skills

Important pointers to be discussed:

- The facilitator discusses how different issues should have been talked about in different role plays and how communication could have been made more effective by taking care of the different characteristics of message, speaker and receiver.
- The group is also encouraged to openly discuss different issues related to sexuality and how it is our attitude rather than the topic itself which makes the difference.

Activity 6

Myth or Reality



Objectives

- To dispel all the myths around reproductive and sexual health.
- To help the participants understand the importance of reproductive and sexual health and take steps to maintain a good health.
- To develop critical thinking among participants.



Time Required

20 minutes



Materials Required

Chart paper

Procedure

- The facilitator writes various ideas, beliefs and practices about RTI/STI and HIV on different chits of paper.
- Two chart papers are pasted in the front – one acting as the myth wall while the other acting as the reality.
- Each participant is asked to pick up a chit and think about whether what is written on the chit is a myth or a reality.
- Each participant then reads out her chit and if she thinks it is a myth, then it is pasted on the myth wall and if she thinks it is a reality, she pastes it on the reality wall.
- The group then discusses the chit in detail and reasons for pasting it on either of the walls.
- The facilitator also tells the group about how important it is to analyse anything you hear from anyone critically, rather than accepting it and working on it.

Learning outcomes

The facilitator needs to dispel all the myths and should also make an effort to pick up the myths in the local community. The facilitator should also help the participants understand the importance of reproductive and sexual health. The participants should understand that they are like any other infections and therefore needs to be given the same kind of attention. The facilitator also encourages the group to think about different real-life situations critically and work on the analysis, rather than accepting it at face value.

Life skill to be addressed: Critical thinking, Dealing with sexuality

Important pointers to be discussed:

- The facilitator should encourage the group to dispel all the myths and look for facts to explain various aspects of our life. The participants should be encouraged to question and step beyond the visible.
- The participants are told how various sexual changes should also be regarded as normal bodily changes.

Chapter
4

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.

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