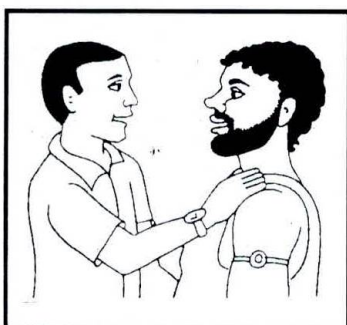


REACHING OUT

A Training Manual for building communication skills of Outreach Workers



Prepared for
Targeted Interventions among Highways Communities
National AIDS Control Programme, Government of India
Supported by Department for International Development, India

Prepared by
Xavier Institute of Communications, Mumbai

TM-100

Session Three 2.15 a.m. - 4.00 a.m.

EXERCISE	OBJECTIVES	METHODOLOGY	MATERIALS
1 (1 hour)	To explore first-hand our perceptions about the groups we work with, and to realize how such perceptions can affect our work To understand the need to see the people we work with as human beings and not as 'targets' for information-giving	Game
2 (45 mins.)	To understand the need to be sensitive to our groups' feelings when we communicate about sexual behaviour or ask them to reveal intimate information about themselves	Worksheet Large group interaction	Worksheet : <i>Our sexual preferences</i>

Session Four 4.15 a.m. - 6.15 a.m.

EXERCISE	OBJECTIVES	METHODOLOGY	MATERIALS
1 (45 mins.)	To personally experience that it is not easy to change our behaviour especially when it is based on strongly held beliefs and values To understand that it is possible to change such behaviour and that motivation plays a key role in bringing about this change	Large group interaction
2 (1 hour)	To understand the key role of interpersonal communication in behaviour change	Small group work Case analysis	Case-sheet 1 Handout: <i>Rule of communication in behaviour change</i>
3 (15 mins.)	To sum up the main learning points of Day One of the workshop	OHP presentation	OHP sheet 4

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This Manual has been conceptualized, written and produced by ASTHA-AXIS, the departments involved in development communications (training and production) at the Xavier Institute of Communications.

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The Manual has been developed in close collaboration with the Department for International Development, India. However, the views expressed in this publication are those of the writers and do not necessarily reflect the decisions or stated policy of Department for International Development, India.

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The Project Team
Xavier Institute of communications, Mumbai.



How this training Manual is organized

The Manual is designed as a six-day training programme in interpersonal communication skills. Each day is divided into four **sessions** of approximately two hours each. Each session consists of one or more **exercises**. Special efforts have been made to make these exercises enjoyable and interesting. The **objective** of each exercise is given at the beginning. This is for your reference only, and is not to be shared with the participants. The **methodology**, the **materials** required, and the expected **duration** are given in the margin at the beginning of every exercise so that you can plan and prepare for the activity in advance. Detailed instructions have been given on how to conduct each **activity** -- so make sure you follow the steps indicated for each activity correctly. The **learning points** in each exercise have been given at the end of the exercise and indicated with the symbol . A **day-wise programme** is also provided at the beginning of each day -- this gives you an at-a-glance idea of the main themes to be covered during the day. The **resource materials** to be used during the four sessions of each day have been provided at the end of the day, after the last exercise for the day has been described.

A Sample Page


DAY 2

Session 3

EXERCISE 1

Methodology
Game

Materials

 20 minutes

Objective

To illustrate how the tone of our voice reveals our feelings and emotions

ACTIVITY


Call for five volunteers. Take them aside and tell them that they have to play a game in which each one of them has to say "ah" in a specific tone of voice. **Volunteer A** must say "ah" in an excited tone of voice; **Volunteer B** in a sad tone of voice; **Volunteer C** in a happy tone of voice; **Volunteer D** in a painful tone of voice, and **Volunteer E** in a surprised tone of voice.

To begin the game, ask the volunteers to go to the front of the class and to stand with their backs to the large group.

Instruct the large group to listen carefully to the volunteers and to guess what each one of them is trying to communicate.

Start the game. After each volunteer says "ah", immediately ask what emotion did the volunteer trying to communicate?

Sum up the exercise with the following points.

 Although the volunteers did not use a single word, we were able to understand the feelings they were trying to communicate. Their tone of voice, that is, the way they said "ah", communicated their feelings to us.

This simple game has thus reminded us that we communicate not only through the words we say, but also through the way we say the words.

How to use this Training Manual effectively

This Manual has been written to facilitate trainers to help outreach workers enhance their communication skills. We understand the term **communication** in a wide sense. By communication we mean the entire process of interaction between the outreach workers and the groups they work with. Effective communication is not just a matter of having the right skills such as listening and observation, but also the right values such as respect, trust and concern. That is why the Manual focuses not only on **skills** but goes further to discuss the **underlying attitudes and values** that are necessary for effective communication.

The Manual also covers some aspects that do not seem to be part of communication at first sight-- aspects such as being clear about one's role, the importance of working together as a team, accepting one's strengths and limitations, and not losing sight of the final goal of one's work. This is because of our belief that, in addition to the right skills, attitudes and values, it is also important to have a better understanding of oneself and one's role, in order to communicate effectively.

At the same time, there are clearly some aspects of communication that are beyond the scope of the Manual -- communicating through the mass media, for instance. This Manual, therefore, deals with a specific kind of communication in a specific context.

In fact, while writing the Manual, we **have tried to keep in mind the field reality that** influences the outreach workers' performance, so as to address genuine areas of concern. **This is also why we have used a practical approach** rather than making it a general training on communication skills. It was only in the course of developing exercises and activities based on real-life field situations that the structure of the Manual emerged.

Since the Manual is organized in the form of a six-day training programme, there are some things that you, as a trainer, will have to keep in mind in order to use the Manual effectively. The following sections will give you some ideas on how to use this Manual most effectively.



Conducting an effective training programme

The ideal **number** of participants would be about 15-20. Ideally, the programme should be conducted by a team of three trainers. A certain amount of advance preparation is required, once you decide to conduct the training programme. These tips may help in your preparation.

It is a good idea to have a single trainer conduct all the exercises in a session. Therefore, decide right at the beginning which member of the team is going to conduct which session. Try to ensure that the number of sessions over the six days is shared equally among the trainers. This is important, since conducting sessions can be quite strenuous --anti you need to ensure that no trainer is unduly "burdened".

It is absolutely essential for all the trainers to familiarize themselves thoroughly with all the sessions. In addition, if you are conducting a particular session, make sure you read it two or three times so you know it well. Also, go through all the resource materials you will need and keep them ready a day in advance. For instance, you may need to enlarge a poster or photocopy case-sheets or handouts for distribution.

You will also need some **additional preparation** and have to keep in mind **a few important points** in order to make the sessions more effective.

Sessions are divided according to themes. Try and ensure, therefore, that all the exercises in a session are completed before taking a break. The links between the exercises may be affected if an exercise intended for a particular session spills over into the next.

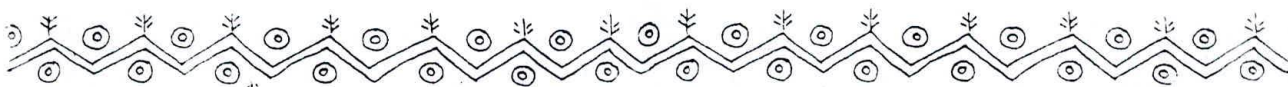
At the beginning of each day, have two of the participants sum up the learnings of the previous day. At the end of each day, use the OHP sheets to sum up the day's learnings.

You could use some warm-up activities or ice-breaker games to start or end a session. Also, lay down some ground rules right at the beginning -- rules such as: "No personal remarks to offend anyone"; "Listen to every view and opinion, even if you disagree with it"; "Give everyone a chance to express themselves". These will go a long way in facilitating an atmosphere of trust and openness.

The effectiveness of a session depends largely on the extent to which you are able to create an **atmosphere conducive to learning**.

Try to have a seating arrangement that is not too formal, that is, avoid the look of a formal classroom. Depending on convenience and availability, you could use chairs or a floor arrangement. Have the participants sit in a semi-circle rather than in rows.

Almost all the exercises have been designed in the form of games or discussion-oriented activities. Your role is crucial in ensuring that even while the fun element is retained, the learning points of the activity and their relation to the outreach workers' work come through clearly.



As the trainer, **your role** will be

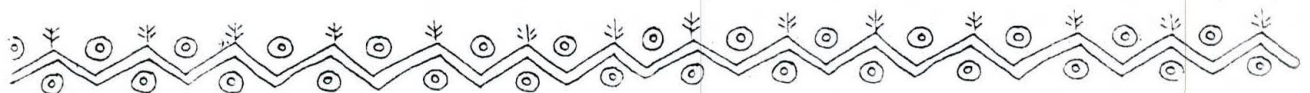
- to explain the activity in each exercise to the participants and help to conduct the activity properly
- to facilitate discussion in the group
- to help the participants to see for themselves the point made by each activity
- to give them the opportunity to express their concerns, views and opinions
- to sum up the learning points.

While conducting the exercises, make sure you allow enough time for each stage of the exercise. The expected duration indicated at the beginning of each exercise will help you in this. Do remember, however, that the time given is only indicative, and not always precise. A few minutes more or less per exercise should not matter. It is important that you allow enough time for discussion. At the same time, you may need to intervene in the discussion if a point has been missed, or to moderate it if it moves away from the topic.

Rather than "teach" the group, moderate the discussion and conduct the activity in such a way that the participants are able to understand the learning points for themselves. In other words, make the training process as participatory as possible.

It is essential to sum up the learning points at the end of each activity because it directly relates the exercise to the outreach workers' work and also provides the link to the following activity. The learning points are given at the end of each exercise. While summing up, however, use your own words rather than reading out these points.

Your attitude towards the training process can make a big difference. Respect the views and the experiences of the participants and try to understand their genuine concerns. Remember that the process of training is a learning experience as much for the trainer as for the participants.



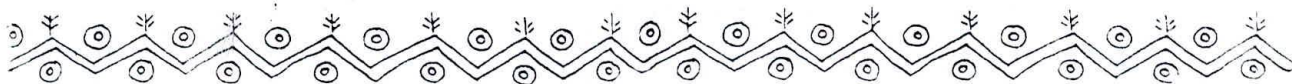
Script analysis: Some field situations have been written in the form of scripts, that is, describing the actual interaction between outreach workers and their groups. These are to be used and analyzed in the same way as the cases (described above). Here too, the analysis provided in the Manual is intended to be in the nature of guidelines and not to be seen as the only "correct" answer.

Small group work: Working in small groups gives an opportunity for a larger number of participants to share their views. If possible, try to see that one trainer is present in each small group to facilitate discussion and ensure that all the members of the group share their views and ideas. Another suggestion -- while making the small groups for different exercises, try to ensure that the same members do not "gang up" together each time. In other words, try to see that the participants "mix and mingle" as much as possible. (Perhaps participants could draw lots to determine the groups, each time). Similarly, try to see that the presentations are made by different group members each time, so that every participant gets an opportunity to make at least one presentation in the course of the programme. In some cases, the small groups have to make their presentations using a brown paper poster. Make sure you have a sufficient number of brown paper sheets and coloured pens and pencils. Encourage the groups to use the posters as effective tools to communicate their ideas -- they could use captions, visuals, slogans, in addition to plain written text.



Large group interaction : Large group interactions provide the group an opportunity to share their ideas and discuss different points of view. Here again, the trainer's role is crucial in ensuring that different members of the group get a chance to participate in the discussion, that the interaction remains focused on the topic, that the learning points come through clearly, that the interaction takes place in an open and friendly atmosphere.

Debate : Debates enliven the atmosphere and provide a forum for participants to put forth and analyze opposing points of view. They also provide an important lesson in communication -- for the outreach workers are, in the course of their work, called upon to persuade and convince their audience, whose views may be different from their own. Make it clear that some rules have to be followed during a debate -- that there will be no personal or offensive remarks, that everyone should be allowed to present their point of view, and so on.



Poster/OHP presentation : Posters and OHP sheets have been provided as resource materials in some exercises, to help you introduce or sum up the activity described. In other words, these are meant to be used as visual aids during the exercises. The posters / OHP sheets have been printed in the same size as the other sections of the Manual. You will have to photocopy these in a suitable size -- you may need to enlarge the size of a poster if you have a slightly larger group or if you are conducting the training in a large room. It is also a good idea to paste each photocopied poster on a piece of cardpaper, so that it is easy to display. The OHP sheets will, of course, have to be photocopied on transparencies and used with the help of an overhead projector.

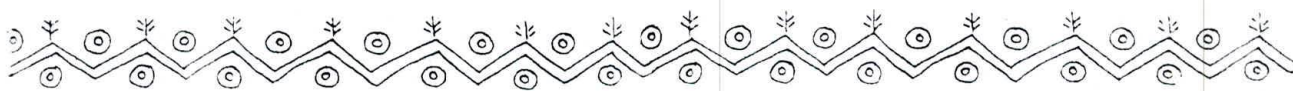
Worksheet: Before distributing the worksheets, briefly explain their purpose to the participants. Let them go through the worksheet and clarify their doubts before they start filling them. For each worksheet, you will need to make as many photocopies as there are participants in your group. However, if the worksheets are to be filled out by a group, you will need only as many copies as there are small groups.

Game: Games play an important role in helping to break the ice and in breaking down the barriers to communication --they help the participants to overcome their initial hesitation and shyness, they lighten the atmosphere considerably and help to build a spirit of fun and increase participation. Ensure that everyone gets a chance to participate in at least one game.



Enactment : In some exercises, some situations have been described, which have to be enacted by some of the participants, while the rest observe the performances and assess them with the help of a checklist. These are different from role-plays, in that the "actors" are supposed to play the role exactly as described in the case-sheet.

Through enactments, participants get an opportunity to put themselves in the position of the different kinds of people they are likely to meet in the field. Help the participants to get into the spirit of the enactments by encouraging them to use the materials available nearby as "props" -- this will enrich the performance. At the same time, make it clear to the "audience" that they are meant to use the checklist as a learning tool, not as a method of assessing the skills of the actors.



Role-play: Role-plays are different from enactments in the way they are performed. Each participant in a role-play is given a brief description of the role he or she is meant to play, and the "actors" have to develop the role further. Their dialogues and actions should be based on what they think would happen in such a situation in real life. Though some guidelines may be provided, the performers have to draw on their own observations and experiences to take the situation to its conclusion; also, it is up to them to fill in the details. For instance, the guidelines may just say, "The outreach worker gives information." It is up to the performers to select the information and say whatever is appropriate in that situation.

While conducting a session of role-plays, make a photocopy of the case-sheet, tear out each situation as indicated, and give each group one situation. For each role-play, make copies of the checklist provided and distribute them to the "audience" -- that is, those not participating in the role-play. The audience has to "assess" the role-play on the basis of the checklist. Here again, make it clear that it is not the acting skills that are to be evaluated, but the way the situation was developed by the group and how it was handled by the outreach worker. Also, personal comments and criticisms are to be strictly forbidden. While trying to ensure maximum participation, also try to see that every participant has at least one opportunity to play the role of the outreach worker. Another point to keep in mind is that the time available for each role-play must be clearly specified by you.



Practice session : The practice sessions at the end of each day have been designed to provide an opportunity for the participants to practise their skills and other learnings of the day. They are all designed to be conducted as role-plays, except that no "readymade" analysis has been provided. It is up to you, the trainer, to guide the participants and help them analyze the role-plays on the basis of the checklist.



Make a photocopy of each practice-sheet, tear out each role description as indicated for a situation, and give each participant in the role-play the description of his or her role only. The practice checklist for each role-play has to be given to all the participants who are not taking part in the role-play. You will therefore need to make as many photocopies as required in each case. For example, if there are 20 participants in your group, and five are actually acting in the role-play, you will need to make 15 copies of the practice checklist.

Since these sessions are to be conducted at the end of the day, the time available will depend largely on the mood and enthusiasm level of the participants. Four role-plays have been given for each practice session -- feel free to use as many as you think would be suitable in your context.

Preparing and using the resource materials

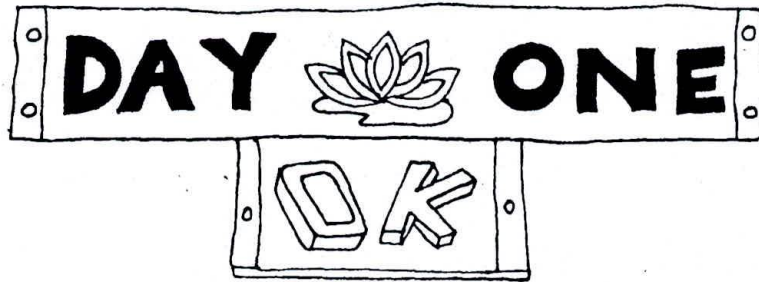
The sessions have been designed in such a way that no special equipment or arrangements are needed to conduct the training programme. Only some basic resources -- a blackboard, chalks, pens, pencils, paper and an overhead projector are required, in addition to the resource materials provided in the Manual.

The resource materials needed to conduct the exercises are given at the end of each day's programme. Do remember that you will need to keep all the materials required for the sessions ready at the beginning of each day -- so do make photocopies of the resource materials as required. An important point to keep in mind is that the materials provided are prototypes which you may need to modify according to the needs of your group. For example, you may need to enlarge the size of a poster if you have a slightly larger group or if you are conducting the training in a large room. It is also a good idea to keep a few sets of the communications materials used in the field by the outreach workers (flip chart, mobile exhibition, STD booklet) -- these may be useful in some of the sessions.

We do hope that the Manual will be able to help you to help the outreach workers communicate more effectively. Remember that the Manual is only a tool -- one that should not be used mechanically. To get the best out of the Manual, you will need to bring a little bit of yourself to the programme -- your experiences, your commitment and dedication to the Project, your skills of analysis and facilitation, your interest in enhancing the skills of the outreach workers you work with. So, take on the challenge and do your best -- and you can make the training process a truly enriching one.

Good luck!





Programme

DAY 1

Schedule

Session One 9.00 a.m. - 11.00 a.m.

EXERCISE	OBJECTIVES	METHODOLOGY	MATERIALS
1 (1 hour)	To help participants to get to know one another	Game	Coloured balloons Paper String
2 (1 hour)	To understand the objectives and scope of this training workshop	Poster presentation Game Large group interaction OHP presentation	Poster 1 OHP sheets 1, 2, 3

Session Two 11.15 a.m. - 1.30 a.m.

EXERCISE	OBJECTIVES	METHODOLOGY	MATERIALS
1 (45 mins.)	To understand the goal of Healthy Highways Project and to see our work in the context of the overall health of the groups we interact with	Large group interaction Poster presentation	Posters 2 and 3
2 (45 mins.)	To understand that each member of a Healthy Highways Project team has specific roles and functions	Small group work Large group interaction	Brown paper
3 (45 mins.)	To understand the importance of team-work and to realize the need for our team to work together	Game	Two sticks

Objective

To help participants to get to know one another

DAY

1

Session 1

EXERCISE 1

Methodology

Game

Materials

Coloured balloons
(preferably in a single
colour)
Slips of paper
String



1 hour

ACTIVITY

There are two different games given for this exercise. You may choose any one of them, depending on the nature of your group. The first game could be used if most of the participants are meeting one another for the first time. Use the second game if the members of your group already know one another.

Game 1

Divide the participants into two groups with an equal number of members.

Call the members of one group aside. Give each one a balloon and a piece of paper. Ask each person to write his or her name on the paper, put it into the balloon, blow up the balloon and tie it. Tell the group to hold on to the balloons till you give a signal - at which time they should release the balloons.

When all the group members are ready, give the signal.

Now, each member of the second group has to grab a balloon, burst it and then locate the person whose name they find inside the balloon.

In this way, the participants form pairs.

Ask each participant to find out some basic information about his partner, such as the partner's name; the name of his organization the number of years he has been working there; what he likes and dislikes about his work.

After the participants have spent some time getting to know their partners, invite each one to come forward and introduce his partner to the large group.

Game 2

Divide the participants into pairs. Then ask each participant to come up and introduce his partner to the large group. The introduction must focus on the positive qualities (at least two qualities) of the partner; and on what he likes and dislikes about his work.

After the participants are relaxed, and have got to know a little bit about one another, go on to the next exercise.



DAY 1

Session 1

EXERCISE 2

Methodology

Poster presentation
Game
Large group interaction
OHP presentation

Materials

Poster 1
OHP sheet 1, 2, 3



1 hour

Objective

To understand the objectives and scope of this training workshop

ACTIVITY

Part A

Display Poster 1. Ask the participants to sit in a semi-circle so that they can see the poster clearly.

Draw their attention to the situations depicted in the poster-- a mother playing with her child, a woman buying vegetables, a young girl reading, children performing on stage...

Now ask them to identify the situations which relate to communication.



After getting some responses from the participants make the following points.

All the situations depict some form of communication -- between mother and child, between reader and writer, between buyer and seller, between actors and their audience...

All of us have been in such situations at some time or another. In fact, throughout our lives, right from the time we were born, we have been communicating in different ways.

Does this mean that we know all about communication? That we have mastered the art of communication?

We will try to answer these questions in the next part of the exercise.

Part B -

Call for two volunteers, and give them instructions separately.

Instructions to Volunteer A

You have to talk to Volunteer B for two or three minutes on any topic related to films -- about a film you have seen recently, or about your favourite film and film stars, or about film music.

Once you start, continue talking regardless of the response you get from your partner. Do give your partner a chance to talk, but do not respond to any of her questions, or in any way indicate that you have heard her.

Instructions to Volunteer B

You have to talk to Volunteer A for two or three minutes on any topic related to politics -- about the recent elections to Parliament or to the State legislatures, or about corruption among politicians, or about the political implications of a recent government decision. Once you start, continue talking regardless of the response you get from your partner. Do give your partner a chance to talk, but do not respond to any of his questions, or in any way indicate that you have heard him.

Give the volunteers a few minutes for preparation, and then ask both of them to begin talking. (Make sure that the two volunteers do not have a chance to interact, meanwhile.)

Tell the large group to observe the interaction closely.

At the end of the "conversation"

- * ask the volunteers how they felt during the interaction.
- * ask the large group to reflect on what the interaction revealed about the process of communication.

Use OHP sheet 1 to sum up the exercise and to present the objectives and scope of this workshop.

Though all of us communicate all our lives, we often forget some of the simple facts about effective communication. As the game showed us, for example, many of us do not always pause to listen, always or to respond to the person we are communicating with. We also do remember that communication is a two-way process.

That is why, all of us need to reflect on what it really means to communicate. We also need to enhance our communication skills.

As outreach workers we have to provide information and motivate different groups. Both these tasks are totally dependent upon communication. It is therefore critical for us to be effective communicators.

All of us have the potential to become effective communicators. It is a matter of understanding the process of communication, of developing the right values and skills. This is precisely what we are going to do in this workshop.

The objectives of this workshop, therefore, are

- To enhance our understanding of the process of communication
- To enhance our communication skills.

In a sense, the workshop will not really be telling us something radically "new". For example, there are no "new" communication skills which this workshop is going to equip us with. The workshop also cannot provide readymade answers to each and every problem we face in the field.

What the workshop will provide, however, is the opportunity to think a little more deeply about some key aspects of our work -- how we perform them and how our performance can be enhanced through effective communication.

The scope of the workshop can therefore be summed up as follows:

The workshop will help us

- to reflect on some aspects of communication
- to relate these aspects of communication to our work
- to practice some of the skills necessary for effective communication.

In concrete terms, this will mean addressing a variety of themes.

The next two OHP sheets present a day-wise summary of the main workshop themes.

Use OHP sheets 2 and 3 to give the participants a day-wise summary of the main themes to be taken up for detailed discussion over the next few days.



Objective

To understand the goal of Healthy Highways Project and to see our work in the context of the overall health of the groups we interact with

DAY

1

Session 2

EXERCISE 1

Methodology

Large group interaction
Poster presentation

Materials

Poster 2 and 3



45 minutes

ACTIVITY

Write down the three terms HEALTHY, HIGHWAYS and PROJECT on tile blackboard. Ask the large group to share their understanding of these three terms.'

You could ask questions such as those given below to initiate the discussion.

- * What do we mean by "Health"?
- * Whom would we call a healthy person?
- * Are all people healthy? Why?
- * Does everybody have a right to good health?
- * What are the things and people we associate with the term "Highway"?
- * What do we really mean by the term "Project"?
- * What is our Project about? Who are the people involved?

Write down the key points that emerge from the discussion, on the blackboard.

Sum up the discussion using Poster 2 and make the following points.

Generally, the term '**Health**' refers to soundness of mind and body. A healthy person is, therefore, one who enjoys a sense of well-being, both in mind and body. But although every human being has the right to good health, a large majority of people are not healthy. In our country, many people lack the basic facilities that are necessary for good health -- like clean air and clean drinking water and nourishing food. Other reasons for ill-health include poverty, dangerous working conditions, lack of awareness of how illnesses can be prevented and cured, and inadequate access to basic healthcare services.

The term '**Highway**' refers not just to a stretch of road starting at some point and ending at another, but also includes all the things (vehicles, shops, garages) on it. It includes the users of the road (drivers, passengers) and those who provide services (drivers, dhaba owners, mechanics). In fact, there is a strong link between the highway users and the service providers. For instance, in the context of trucks, the users are truck drivers and cleaners, while dhabs, transport companies, paanshops, garages, brothels, are establishments that come up to fulfil the needs of drivers and cleaners.

The people who work in these industries -- the service providers such as dhaba owners, transport agents, paanwallas, mechanics, grease boys, commercial sex workers-- are also very much part of the highway. In fact, halt points on highways are like little villages in themselves.

Like everyone else, highway users also have a right to good health. They are also equally vulnerable to ill-health, because the nature of their work often means that they have no access to clean water for drinking and bathing, they have no proper toilet facilities, they are on the move and often far away from healthcare facilities. **And this is where our Project comes in.**

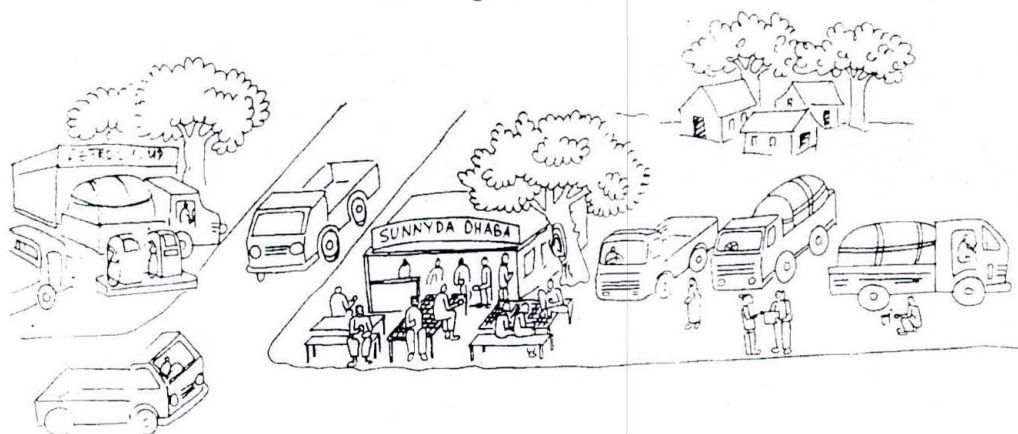
We generally use the term '**Project**' to mean a planned activity to achieve a specific objective within a specified time. Healthy Highways Project (HHP) works for the health of the people using the highways. However, since health is such an all-encompassing term, **HHP focuses on one specific aspect of health, namely, sexual health (STDs-AIDS).** Also, since the number of highway users is huge, **our Project mainly focuses on some specific groups of people (truck drivers, cleaners, commercial sex workers).**

The primary concern of our Project is, therefore, to ensure the sexual health of highway users -- truck drivers, cleaners and helpers, and commercial sex workers. This means helping them to prevent STDs and take treatment for STDs. By reducing transmission of STDs, we can reduce the rate of transmission of HIV/AIDS.

HHP is also concerned about the sexual health of the people living in the communities around the highways.

At this point, display Poster 3 which presents the goal of HHP. Draw attention to the link between prevention and treatment of STDs and behaviour change.

Different members of our Project team help in different ways to achieve the goal of HHP. The following exercise explores the specific roles and functions of some of the key members of our Project team including those of the outreach worker.



Objective

To understand that each member of a Healthy Highways Project team has specific roles and functions

DAY

1

Session 2

EXERCISE 2

Methodology

Small group work
Large group interaction

Materials

4 sheets of brown paper



45 minutes

ACTIVITY

Divide the participants into four groups. Tell them that they have to discuss the role and functions of one of the following members of a Healthy Highways Project team: Project Director; Project Co-ordinator; Counsellor; Outreach Worker. Assign one team member per group.

Give each group a sheet of brown paper, on which they can write out the main functions of the team member assigned to them.

Allow about ten minutes for preparation, and then call each group to make a presentation to the large group, using the brown paper poster.

After all the groups have made their presentations, sum up the exercise with the help of the following points.

The Director, the Co-ordinator, the Counsellor, and the Outreach Worker-- these are some of the key people involved in a Healthy Highways Project team. Each of these people has a **specific role** to play and some **specific functions** to perform, in order to help achieve the goal of the Project.

The Project Director's main functions are:

- Management and administration
- Project proposals and financial management
- Programme planning and implementation
- Team building

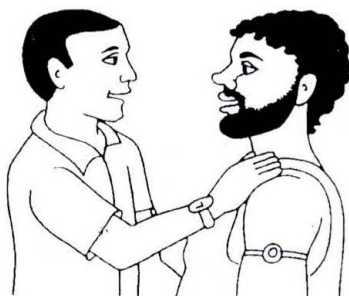
The Project Co-ordinator's main functions are:

- Co-ordination of project activities and field-level direction
- Monitoring and periodic review
- Networking
- Co-ordinating MIS and documentation
- Report writing

The Counsellor's main functions are:

- Facilitating the client to explore how practice of risk behaviour increases vulnerability to recurrent STDs

- Educating and motivating STD patients for
 - consistent and correct use of condoms
 - partner notification
 - treatment compliance
- Facilitating the client to adopt safer sex behaviour that may prevent future reinfection
- Providing support to the client during the process of adopting safer sex practices



The Outreach Worker's main functions are:

- Educating groups about STDs and AIDS
- Educating groups to identify STDs and seek services for treatment
- Motivating groups to seek services for diagnosis and treatment of STDs
- Motivating groups to use condoms as a preventive measure
- Condom distribution

As we can see, each member of the team has specific functions and responsibilities. We need to be clear about this. We must know what our responsibilities are and also what the responsibilities of others are. For instance, it is our responsibility as outreach workers to give the right information (about STDs and their treatment) in the right way to a truck driver, so that he is motivated to seek treatment. It is the counsellor's job to motivate the driver to take the treatment and complete it. It is then the doctor's task to treat the patient properly and communicate with him so that he comes back to the clinic.

When we are clear about what is expected from ourselves and from others, we can concentrate on our area of responsibility and thus increase the efficacy of our work.

This clarity will also help us focus on the communication skills that we need to develop. For instance, since our work involves educating our groups with the right information, we need to enhance our skills in information giving -- how to present information in an interesting way, how to use media material effectively, and so on. A counsellor, on the other hand, needs special skills in counselling individuals to bring about behaviour change. Counsellors also need communication skills, but the nature and range of these skills are different.

Thus, in this exercise we have established the need for each member of the team to be clear about his specific functions and responsibilities. At the same time, it is very important for us to understand that all Project members -- counsellors, outreach workers, co-ordinator, director -- have to work together in order to achieve our goal.

The next exercise explores the importance of team-work and the need for our team to work together.

Objective

To understand the importance of team-work and to realize the need for our team to work together

DAY

1

Session 2

EXERCISE 3

Methodology

Game

Materials

Two sticks



45 minutes

ACTIVITY

Divide the participants into two equal groups. Ask the members of each group to stand in a row, one behind the other, with their legs slightly apart.

The first person in each row is given a stick. At a signal from you, the stick is to be passed on to the person behind, and then to the third person, and so on, until it reaches the last person in the row. As soon as the stick reaches the last person, he has to run up to the front of the row and then pass it to the person behind him, who then passes it on.

One thing to remember is that this passing on is to be done by each person bending down and handing the stick to the next person by passing it between his legs.

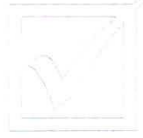
The game continues until every member in a group has had a chance to come up to the front. The group that achieves this first is the winner.

At the end of the activity, initiate a discussion by asking the participants questions such as

- * Did you enjoy the game?
- * What happened during the game?
- * Why did one team lose and one team win?
- * How did members of a team feel when some members were not playing properly?
- * Is there any similarity between this game and our work?



Sum up the discussion with the help of the following points.



A team is a group of people working together for a common goal. In a team there are different people with different strengths and limitations but everyone's contribution is of value. Also, in a team each person has a specific role to play. A team is successful when each team member plays his own role and at the same time works together with others to achieve the common goal.

As outreach workers, each one of us is part of a Project team. We have already seen (in the previous exercise) that each member of our Project team has a specific role and a specific set of functions or responsibilities. Our role and functions are based upon our education, experience, background and talents.

Whatever be our role and functions, each one of us has an important contribution to make. Not only that, it is only when each and every member works together to achieve our common goal that our Project will succeed.

Now that we have spent some time understanding our role in the Project and understanding the need for team-work within the Project, let us spend some time on the groups that our Project works with. We all know that our Project works primarily with truck drivers, cleaners and commercial sex workers. But what do we really know about our groups? The next exercise examines this important question.



Objectives

To explore first-hand our perceptions about the groups we work with, and to realize how such perceptions can affect our work

To understand the need to see the people we work with as human beings and not as targets' for information-giving

DAY

1

Session 3

EXERCISE 1

Methodology

Game

Materials

ACTIVITY

Part A

Tell the group that you will mention certain terms and they have to immediately respond with the first words that come to mind. For example, if you give them the word "rose" they could say "sweet", "red", "romance", "thorns" or any other word that they associate with a rose.

Start the game with the term "Husband". Encourage immediate



1 hour



responses and have another trainer note them down on the blackboard.

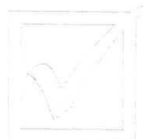
Next, give them the term "Wife". Make sure that the responses are written down on the blackboard. Do the same for the remaining terms- "Maja", "Truck driver" and "Prostitute". (*The word prostitute rather than commercial sex worker has been deliberately used to make the game more effective.*)

Once the game come to an end, spend some time in analyzing the responses that the group has come up with for the terms "Truck driver" and "Prostitute".

Draw attention to the words listed on the blackboard under these two terms and ask the following questions.

- * Are the responses mostly 'negative'? Have words such as "illiterate", "dirty", "abusive" been used?
- * If so, what do they convey about our attitudes towards these two groups that we work with?
- * Do the responses reflect our prejudices / biases?
- * Do we really believe that all truck drivers and prostitutes have the same 'negative' qualities?
- * What impact will our attitudes towards these groups have on our work?

Sum up this part of the discussion with the help of the points given below.



This game helps us explore how we see the groups that we are working with. Often we may not even be aware that we see them negatively. We may not be conscious of our biases and prejudices. And yet, these biases and prejudices may make us condemn truck drivers and prostitutes as "dirty" or "abusive" or "illiterate".

We must realize that our biases and prejudices towards our groups can hinder our communication with them. For example, if we see commercial sex workers negatively, they will soon realize this and will, in turn, not be responsive. We may take care to see that our words do not communicate our negative attitude, but somewhere along the way, our body language or tone of voice may reveal our true feelings.

Our negative perceptions also act as barriers in our work in other ways. For example, if we believe that truck drivers, particularly those from North India, are aggressive, we may either be reluctant to approach them or become aggressive and rude ourselves. Either way, the truck drivers will not respond well, and we will thus lose an opportunity to interact with them. Similarly, if we believe that drivers always use abusive language, we too may use such language. But it is possible that the particular truck driver we are interacting with finds such language offensive and so he may simply refuse to listen to anything we have to say.



We need to be aware of our negative perceptions, our biases and prejudices, and work towards overcoming them. Talking to our groups, sharing experiences with colleagues, perhaps reading studies done on the trucking industry or on commercial sex workers -- all these can give us a better understanding of the way our groups live and work. For example, even though many of us tend to think of truck drivers as illiterate, studies have shown that a large majority of drivers have studied up to Standard VII. **By finding out more about our groups, we can also make sure that our perceptions are based on facts and not simply on some typical images that we have in our minds about a group.**

Part B

Now go back to the words listed on the blackboard under "Truck driver" and "Prostitute". Ask the group the following questions to take the analysis further.

- * Did anyone use words such as "husband" or "worker" to describe "Truck driver"?
- * Were words such as "daughter" or "citizen" used to describe "Prostitute"?

If such words have been listed, appreciate this and point out that they indicate that we do see truck drivers and prostitutes as people like us -- as people who have families; as people who are citizens of our country.

If such words have not been listed, ask the group what this indicates about the way we look at truck drivers and prostitutes.

Use the following points to sum up this part of the exercise.

Often, we are so caught up in our work that we tend to see the groups we work with as 'targets' for information, rather than as people, as human beings like the rest of us. Our 'limited' view of them makes us forget that they too have families and friends, their own concerns and interests, hopes and fears.

This limited way of seeing our groups is bound to affect our work. Our groups will not really respond to us once they realize that we are not interested in them as human beings but only because they are the right 'targets'. Consider how we would feel, if our groups also took a limited view of us and began seeing us only as "*AIDSwallas*"!

It is therefore essential for us to make a conscious effort to see every truck driver, every cleaner, every commercial sex worker, as an individual with a distinct and unique personality. We need to develop an attitude of respect towards them, and be sensitive to their feelings and beliefs.

The next exercise also focuses on the groups we work with and takes the issue of being sensitive towards our groups a little further.

DAY 1

Session 3

EXERCISE 2

Methodology

Worksheet
Large group interaction

Materials

Worksheet: *Our sexual preferences*



1 hour

Objective

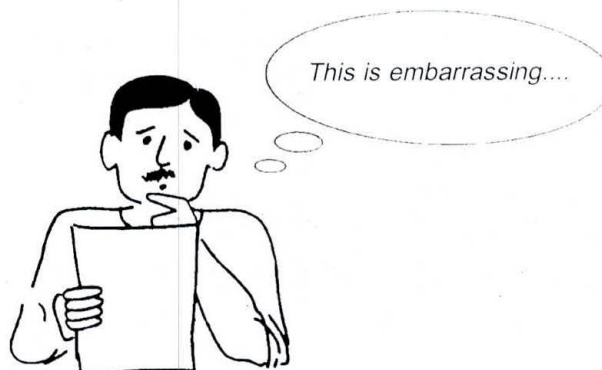
To understand the need to be sensitive to our groups' feelings when we communicate about sexual behaviour or ask them to reveal intimate information about themselves

ACTIVITY

Distribute the Worksheet entitled *Our sexual preferences* to the participants. Instruct them that they have five minutes to fill it out, after which there is going to be a group discussion.

Please note that although you will give this instruction, it is not to be implemented. That is, you do not have to conduct a group discussion based on the responses to the worksheet. The worksheets remain with the participants so that their responses remain private and are not shared with anyone.

Carefully observe the reactions of the participants as they fill out the worksheet



Next, ask the participants whether they would like to share their responses. Once again, carefully observe their reactions to this question.

Since the questions in the worksheet are about their sexual preferences, it is very likely that the participants will be reluctant to share their responses. There may also be a certain amount of embarrassment, and perhaps even resentment and anger expressed by the participants.

However, just in case one or two participants show willingness to share their responses, thank them: 'nit (/0 not allow them to do so.

Now ask the following questions to the participants.

- * How did you feel when filling out the worksheet?
- * How did you feel about sharing your responses with the participants?

Sum up the exercise with the help of the following points.

The sharing of intimate information about ourselves was not the purpose of this exercise.

The **real purpose was to explore how we feel when asked to share intimate and personal information about our sexual preferences and behaviour.**

It is natural for us to feel embarrassed, angry, and even threatened when we are asked to write about and talk about our sexual preferences and behaviour. For these are private and personal matters.

Just as we did not want to answer such intimate and personal questions, we must realize that our groups will also be reluctant to share such information.

However, given the nature of our work, we do have to discuss matters related to sex and sexuality with our groups. The question is -- how are we going to discuss such matters? How are we going to ask intimate and personal questions?

We must take care to ensure that our words, our questions, our tone of voice, our body language -- in fact our entire communication -- do not in any way offend or embarrass our groups. In this way we show our groups that we are sensitive to their feelings and that we respect them.

DAY 1

Session 4

EXERCISE 2

Methodology

Large group interaction

Materials



1 hour

Objectives

To personally experience that it is not easy to change our behaviour especially when it is based on strongly held beliefs and values

To understand that it is possible to change such behaviour and that motivation plays a key role in bringing about this change

ACTIVITY

This activity is based on a series of questions which are posed to the participants.

Start the activity by asking the following questions.

- * How many of you are vegetarians?
- * How many are non-vegetarians? -
- * Among the non-vegetarians, how many eat pork? And how many eat beef?

It is likely that very few of the non-vegetarians will eat either pork or beef.

Next, ask the vegetarians

- * Would you become non-vegetarian if you were told that this would increase your life span by twenty years?

It is likely that all or most of the vegetarians are not going to change their behaviour as the incentive offered goes against their strongly held beliefs. It also does not offer immediate benefit.

Then, ask the non-vegetarians

- * Would you start eating pork or beef if you were told that this would increase your life span by twenty years?

Again, it is likely that all or most of the non-vegetarians are not going to change their behaviour as the incentive offered goes against their strongly held beliefs. It also does not offer immediate benefit.

Now tell the whole group

- * Imagine that you are all very seriously ill. Your doctor tells you that the only way you can recover is by eating either pork or beef at least once a day. Under these circumstances would you consider changing your behaviour, that is, would you consider eating pork or beef?

It is likely that although the doctor's advice goes against their strongly held beliefs, more participants would be willing to change their behaviour. This is because the incentive offered is a very strong and immediate one. It could mean the difference between life and death.

Finally, ask the participants if they can see any connection between these questions and their work.

Sum up the discussion with the help of the following points.



One of the things that this exercise showed us was that **it is difficult to change behaviour which is based on strongly held beliefs and values.**

As outreach workers we deal with the same problem on a daily basis. For example, all of us have first-hand experience of groups being unwilling to use condoms because they believe that it is unmanly to do so.

Another point made by this exercise was that **it is possible to change such behaviour if people are motivated in the right way.**

As outreach workers we have first-hand experience of this as well. **One of our biggest challenges is to find ways and means of motivating our groups** in such a way that their resistance is overcome and they see the importance of adopting safer sex practices.

We can meet this challenge by enhancing our skills in information-giving.

For it is the right information communicated in the right way, that is the key to motivation, and ultimately to behaviour change.

At the same time, **we must also accept that it is not possible to change each and every individual's behaviour.** Because in addition to motivation, which we can provide, there are other factors which are necessary for behaviour change --such as a supportive environment -- which we as outreach workers cannot ensure for our groups.

Above all, we need to keep in mind that behaviour change is a process that takes time. And yet, as we all know, we outreach workers have limited time with our groups. The challenge therefore is to find ways to make the most of each interaction in order to take our groups towards health-seeking behaviour.

DAY 1

Session 4

EXERCISE 2

Methodology

Small group work
Case analysis

Materials

Case-sheet 1
Handout: *Role of communication in behaviour change*



1 hour

Objective

To understand the key role of interpersonal communication in behaviour change

ACTIVITY

Divide the participants into five groups. Distribute Case-sheet 1 to all the groups. Assign one situation from the case-sheet to each of the groups.

Ask the groups to read their case carefully and to work out answers to the following questions. You could write out the questions on the blackboard.

- * Identify the different stages of behaviour change that the person described in the case has gone through.
- * Identify aspects of communication such as listening and explaining used by the outreach worker at different stages of behaviour change.
- * In which stage or stages does communication play an important role? Give reasons for your answer.

Ask each group to select one member who will present their answers to the large group.

Allow 15 to 20 minutes for small group work.

Then call the groups to make their presentations. After each presentation, discuss the main points emerging from the presentation with the large group. Use the analysis presented below to guide the discussion.

SITUATION ONE

At a halt point, as outreach worker Madan is passing by a row of trucks, a truck driver calls out to him. Madan walks towards the truck driver. He notices that the truck driver is looking very worried. Madan introduces himself as a health worker and asks whether something is wrong. The truck driver also introduces himself. He is Shamsheer, and he asks if Madan knows any doctor. The truck driver goes on to say that his helper is ill and that he does not know what to do. Madan asks whether he can see the helper.

Inside the truck, Madan introduces himself to the helper who looks about 15 to 16 years old. Madan asks the helper how he is feeling and observes that he looks very weak and in pain.

At first, the helper does not say anything. He keeps looking anxiously in the truck driver's direction. Madan takes Shamsheer aside and asks his permission to speak to the helper in private. Shamsheer agrees.

As soon as Shamsheer leaves, the helper looks less tense. By gently probing, Madan comes to know that the helper has visited commercial sex workers and that he has got boils in his genital area which are very painful.

Madan asks the helper whether he knows anything about STDs. The helper shakes his head. Madan gives him some basic information. He then tells the helper that it is possible that he has got some type of STD and therefore he must see a doctor immediately.

Hearing this, the helper is very distressed and worried-- what if the ustad throws him out - what will he do; what if he never gets well...

Madan reassures the helper that he will explain things to the ustad. He also explains that STDs are curable, and that with proper and complete treatment from a qualified doctor, the helper can be totally cured.

The helper looks a little relieved. Madan asks whether the helper would like to come to the clinic with him. The helper says that if the ustad agrees, he will come right away.

ANALYSIS

In this situation, we could say that the helper went through the following stages of behaviour change: Unaware → Awareness → Concern → Motivation.

The outreach worker's communication with the helper played an important role in all these stages. The outreach worker **observed** the helper's condition; **enquired** about his health; gently **probed** to find out more about the problem; **asked questions**; **gave information** and **reassured** the helper about treatment.

All these are important aspects of communication and helped in taking the helper from being "unaware" to becoming "aware" to being "concerned" to finally becoming "motivated" to seek treatment.

SITUATION TWO

Commercial sex worker Rukmani tells outreach worker Nanda who has just started visiting the brothel that she is getting heavy white discharge. She asks Nanda to suggest some home remedies. Nanda asks why she thinks home remedies are going to help her with the discharge. Rukmani tells her that a friend had taken some home remedies when she had got this problem. "Did your friend get cured?" enquires Nanda. Rukmani shakes her head. From her expression, Nanda can make out that although Rukmani is asking for home remedies, she is not very convinced about them.

At this stage, the outreach worker gives Rukmani information about STD treatment. She begins by saying that STDs are curable and can be treated. She stresses the importance of proper and complete treatment from a qualified doctor and offers to take Rukmani to the clinic.

Once again Rukmani shakes her head. The outreach worker realizes what is bothering Rukmani. In a low tone of voice, she asks whether Rukmani is afraid that the Madam will not allow her to go to the doctor.

Rukmani nods. The outreach worker reassures Rukmani that she should get that worry out of her head as the Madam has already given permission to take the girls to the doctor.

Rukmani looks relieved. The outreach worker repeats her offer to take her to the doctor. This time Rukmani says "yes".

ANALYSIS

In this situation we could say that Rukmani went through the following stages of behaviour change: Concern → Acquiring knowledge → Motivation.

The outreach worker's communication with Rukmani played an important role in all these stages. The outreach worker **clarified misconceptions; gave information; offered support**. She was also **attentive to feelings** and **reassured** the commercial sex worker. All these aspects of communication helped in taking Rukmani from being "concerned" to "acquiring knowledge" to finally becoming "motivated" to go to the doctor.

SITUATION THREE

Truck driver Harish approaches outreach worker Hamida with a box of sweets. He looks very happy. She greets him pleasantly and asks him what the happy occasion is. Harish says he has just got a baby girl. She congratulates him and asks how the mother and baby are doing. Shyly, Harish says that all is well. He thanks Hamida for keeping after him to get treatment. He also thanks her for making him realize how he was putting his wife's health at risk with his behaviour.

The outreach worker tells Harish that the credit for his behaviour change must go to nobody but himself. It was he who went to the doctor, it was he who not only completed the treatment, but also started using condoms. Harish intervenes immediately to reassure the outreach worker that he is continuing to use condoms.

The outreach worker suggests that Harish could spread this awareness among his friends. Harish takes a moment to think about the suggestion and then tells the outreach worker that he likes the idea.

ANALYSIS

Communication has an important role to play in all stages of behaviour change including the stage of "success". **The outreach worker therefore did the right thing by continuing her dialogue with Harish even though he had reached the "success" stage.**

The outreach worker **appreciated** and **encouraged** Harish to continue practising health-seeking behaviour. She also **gave** him new **information**-- about becoming a peer educator. All these aspects of communication will help Harish to sustain his behaviour change.

SITUATION FOUR

As the outreach worker is stepping out of a dhaba,, he meets truck driver Mangal who looks upset. Quietly he asks Mangal what is wrong. Mangal blurts out that the medicines he has been taking are not working and that his STD problem has recurred. The outreach worker sympathizes with Mangal and says that he can understand how upset Mangal must be feeling.

The outreach worker gives Mangal a few moments to compose himself. Then he casually asks Mangal a few questions related to treatment - for how many days did the doctor tell Mangal to take the medicines; did he follow the complete course of treatment ...

Mangal admits that after about eight days he had stopped taking the medicines because he had begun to feel much better and also because the symptoms had disappeared.

Without scolding or ridiculing Mangal, the outreach worker explains the importance of complete treatment -- that even though the outward symptoms may disappear, the disease still remains inside if complete treatment is not taken, and that is why after a few days the symptoms reappear.

The outreach worker observes that although Mangal has been listening to him attentively, he is looking discouraged. He urges Mangal not to give up at this stage. He reminds Mangal that he has taken a big step forward by going to the doctor. That he has already won half the battle. He urges Mangal to try the doctor's treatment one more time.

Mangal does not look convinced. So the outreach worker gives him another dose of encouragement. He reminds Mangal of all that he stands to gain - with proper and complete treatment, he will regain his health and thus be able to continue earning a living and providing for his family.

Suddenly Mangal says that he will try the treatment once again. He says he will try because he so wants to get well. And because the outreach worker did not make him feel like an idiot who had made a big mistake.

ANALYSIS

In this situation we could say that the truck driver went one step forward and then two steps back as follows: Motivation → Trial → Acquiring knowledge and skills → Motivation.

Although the truck driver's "trial" stage did not lead to "success", the outreach worker's communication played a key role in ensuring that the truck driver did not totally give up. In fact, the outreach worker's communication ensured that the truck driver was motivated once again to practice health-seeking behaviour.

The outreach worker **did not blame** the truck driver for the problem recurring. **Without ridiculing him or making him feel foolish**, the outreach **repeated** the **Information** about the importance of complete treatment and **urged** him not to give up. He also **reminded** the truck driver about the benefits of trying one more time and finally **reassured** him that he would succeed.

SITUATION FIVE

A group discussion is underway; the outreach worker has just finished giving basic information on STDs to a group of truck drivers whom he is meeting for the first time.

Through the use of a simple game of True or False, which the truck drivers readily agree to play, the outreach worker reinforces key messages.

He then leads the discussion to the use of condoms. He allows the truck drivers to share their doubts and feelings. One by one, he addresses their concerns. He then does a condom demonstration. One of the drivers asks if he can also do a demonstration. Although his friends tease the truck driver, the outreach worker pays close attention, encourages him and takes him through the whole procedure step by step. Finally the outreach worker gives information on where condoms are available.

ANALYSIS

In this situation we could say that the group of truck drivers went through the following stages of behaviour change: Unaware → Awareness → Acquiring knowledge and skills.

Communication between the outreach worker and the group played an important role in each of these stages. The outreach worker **gave information; reinforced the information** in an innovative manner; involved the truck drivers in a discussion. He **listened** to their doubts and concerns; he also **addressed their doubts and concerns** and **gave them skills** in using condoms by doing a demonstration and encouraging practice of the skill.

After all the groups have made their presentations, sum up the exercise with the help of the following points.



The different stages in behaviour change are: Unaware → Awareness → Concern → Acquiring knowledge and skills → Motivation → Trial → Success. Though not every stage may be involved in the case of each individual, usually a person goes through all these stages in order to change behaviour.

It is also possible that certain stages may have to be repeated, as in the case of truck driver Mangal in Situation Four who had reached the "trial" stage but then had to repeat the stages of "acquiring knowledge" and "motivation".

In fact, the process of behaviour change is influenced by a number of factors, and can happen only over a period of time. The way the process takes place, and the time it takes, can vary from individual to individual-- and sometimes, it may not happen at all.

As we have seen in this exercise, communication has an important role to play at each stage of behaviour change.

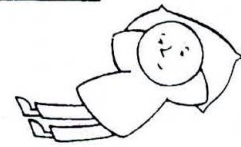
As outreach workers we are involved in helping bring about behaviour change. That is why communication is the most important aspect of our work.

Communication continues to play an important role even when the stage of "success" has been achieved, as we saw in the case of truck driver Harish in Situation Three.

The good news is that **all of us have the potential to be effective communicators**. With the right values and with the right skills we can enhance our communication with our groups. By showing concern, by increasing their awareness, by providing the right information, we can help to bring about behaviour change among our groups.

Conclude the activity by distributing copies of the handout entitled *Role of communication in behaviour change* to the participants.

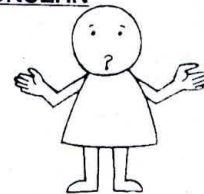
UNAWARE



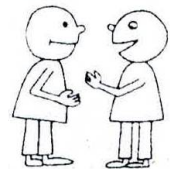
AWARENESS



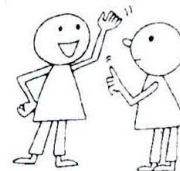
CONCERN



ACQUIRING KNOWLEDGE AND SKILLS



MOTIVATION



TRIAL



SUCCESS



DAY 1

Session 4

EXERCISE 3

Methodology

OHP presentation

Materials

OHP sheet 4



15 minutes

Objective

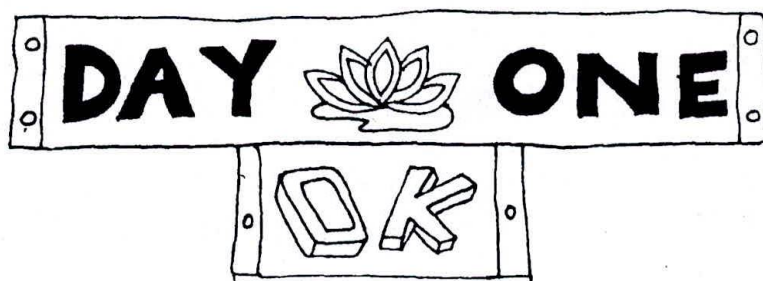
To sum up the main learning points of Day One of the workshop

ACTIVITY

Project OHP sheet 4.

Invite a volunteer from the large group to read out the first learning point projected on the screen. Ask her to talk briefly about the activity that focused on that point.

Similarly, invite other volunteers to talk about the other learning points.



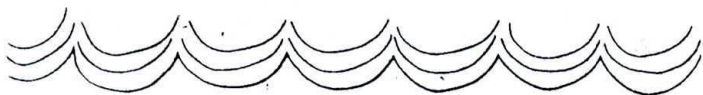
Resource Materials

DAY **1**

Session 1

EXERCISE 2

Poster 1



DAY 1

Session 1

EXERCISE 2

OHP 1

Objectives and Scope of Training Workshop

Objectives

To enhance our understanding of the process of communication

- To enhance our communication skills

Scope

The workshop will help us to

- Reflect on some aspects of communication
- Relate these aspects of communication to our work
- Practise some skills necessary for effective communication

The workshop will not

- Provide answers to all our problems

DAY

1

Session 1

EXERCISE 2

OHP 2

Day-wise Summary of Workshop Themes

DAY ONE

- Introduction
- Goal of Healthy Highways Project
- Role of Outreach Worker and other members of HHP team
- Exploring our perceptions of our groups
- Role of Communication in Behaviour Change

DAY TWO

- Effective interpersonal communication
 - skills and values
- Aspects of interpersonal communication
 - language, tone of voice, body language
- Practice and sum up

DAY THREE

- Effective approach -- why it is critical
- Factors that make for a more effective approach
- Transition from approach to information-giving
- Aspects of interpersonal communication --
 - observation, listening
- Practice and sum up

DAY 1

Session 1

EXERCISE 2

OHP 3

Day-wise Summary of Workshop Themes

DAY FOUR

- Need for appropriate information and ways to adapt and select information
- Information -- what to say and how to say it
- Use of media material in the process of information-giving
- Aspects of giving and receiving information --two-way process; different interpretations and distortion of information
- Practice and sum up

DAY FIVE

- Group communication -- some aspects and some effective methods
- Effective strategies for motivation
- Misconceptions -- how they are generated and how to deal with them
- Practice
- A complete picture of the main elements of interpersonal communication
- Sum up

DAY SIX

- Practice
- Dealing with frustrations and problems in the field
- Accepting the challenge and moving forward
- Summing up the workshop

DAY

1

Session 1

EXERCISE 1

Poster 2

HEALTHY	HIGHWAYS	PROJECT
Soundness of mind and body	Users of highways and service providers (e.g. truck drivers, cleaners, dhaba owners, paanwallas, commercial sex workers)	Planned activity Specific goal
Well-being	Halt points are like little villages	
Everyone has a right to good health		
Many factors lead to ill-health		

The term 'health' has many dimensions -- physical, mental, emotional, sexual...

HEALTHY HIGHWAYS PROJECT
is concerned with the sexual health of highway users

DAY **1**

Session 2

EXERCISE 1

Poster 3

The Goal of our Project

**To reduce the rate of transmission of HIV/AIDS
by reducing the rate of transmission of
Sexually Transmitted Diseases**

How can the rate of transmission of STDs be reduced?

Prevention

Treatment

achieved by

bringing about Behaviour Change

leading to

**proper and consistent
use of condoms**

**seeking early treatment
and completing it**

Our Groups

**Truck drivers
Cleaners / Helpers
Commercial sex workers**

Our sexual preferences

Please answer the following questions.

1. Which forms of sexual activity do you practise? Which one do you enjoy the most?

☐ Peno-vaginal intercourse
☐ Anal intercourse
☐ Oral intercourse
☐ Masturbation

- 2a. Do you or your partner use a condom?

☐ Yes ☐ No

- 2b. If no, why not?

- 2c. If yes, what particular problems do you face while using a condom?

- 2d. Do you find pleasure is reduced because of condom use?

☐ Yes ☐ No

3. Do you participate in sexual activities with more than one partner?

☐ Yes ☐ No

DAY 1

Session 4

EXERCISE 2

Case-sheet 1

Situation One

At a halt point, as outreach worker Madan is passing by a row of trucks, a truck driver calls out to him. Madan walks towards the truck driver. He notices that the truck driver is looking very worried. Madan introduces himself as a health worker and asks whether something is wrong. The truck driver also introduces himself. He is Shamsher, and he asks if Madan knows any doctor. The truck driver goes on to say that his helper is ill and that he does not know what to do. Madan asks whether he can see the helper.

Inside the truck, Madan introduces himself to the helper who looks about 15-16 years old. Madan asks the helper how he is feeling and observes that he looks very weak and in pain.

At first, the helper does not say anything. He keeps looking anxiously in the truck driver's direction. Madan takes Shamsher aside and asks his permission to speak to the helper in private. Shamsher agrees.

As soon as Shamsher leaves, the helper looks less tense. By gently probing, Madan comes to know that the helper has visited commercial sex workers and that he has got boils in his genital area which are very painful.

Madan asks the helper whether he knows anything about STDs. The helper shakes his head. Madan gives him some basic information. He then tells the helper that it is possible that he has got some type of STD and therefore he must see a doctor immediately.

Hearing this, the helper is very distressed and worried -- what if the ustad throws him out -- what will he do; what if he never gets well...

Madan reassures the helper that he will explain things to the ustad. He also explains that STDs are curable, and that with proper and complete treatment from a qualified doctor, the helper can be totally cured.

The helper looks a little relieved. Madan asks whether the helper would like to come to the clinic with him. The helper says that if the ustad agrees, he will come right away.

Situation Two

Commercial sex worker Rukmani tells outreach worker Nanda who has just started visiting the brothel that she is getting heavy white discharge. She asks Nanda to suggest some home remedies. Nanda asks why she thinks home remedies are going to help her with the discharge. Rukmani tells her that a friend had taken some home remedies when she had got this problem. "Did your friend get cured?" enquires Nanda. Rukmani shakes her head. From her expression, the outreach worker can make out that although Rukmani is asking for home remedies, she is not very convinced about them.

At this stage, the outreach worker gives Rukmani information about STD treatment. She begins by saying that STDs are curable and can be treated. She stresses the importance of proper and complete treatment from a qualified doctor and offers to take Rukmani to the clinic.

Once again Rukmani shakes her head. The outreach worker realizes what is bothering Rukmani is afraid that the Madam will not allow her to go to the doctor.

Rukmani nods. The outreach worker reassures Rukmani that she should get that worry out of her head as the Madam has already given permission to take the girls to the doctor.

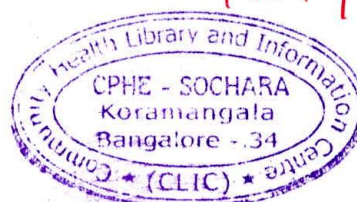
Rukmani looks relieved. The outreach worker repeats her offer to take her to the doctor. This time Rukmani says "yes".

Situation Three

Truck driver Harish approaches outreach worker Hamida with a box of sweets. He looks very happy. She greets him pleasantly and asks him what the happy occasion is. Harish says he has just got a baby girl. She congratulates him and asks how the mother and baby are doing. Shyly, Harish says that all is well. He thanks Hamida for keeping after him to get treatment. He also thanks her for making him realize how he was putting his wife's health at risk with his behaviour.

The outreach worker tells Harish that the credit for his behaviour change must go to nobody but himself. It was he who went to the doctor, it was he who not only completed the treatment, but also started using condoms. Harish intervenes immediately to reassure the outreach worker that he is continuing to use condoms.

The outreach worker suggests that Harish could spread this awareness among his friends. Harish takes a moment to think about this suggestion and then tells the outreach worker that he likes the idea.



Situation Four

As the outreach worker is stepping out of a dhaba, he meets truck driver Mangal who looks upset. Quietly he asks Mangal what is wrong. Mangal blurts out that the medicines he has been taking are not working and that his STD problem has recurred. The outreach worker sympathizes with Mangal and says that he can understand how upset Mangal must be feeling.

The outreach worker gives Mangal a few moments to compose himself. Then he casually asks Mangal a few questions related to treatment -- for how many days did the doctor tell Mangal to take the medicines; did he follow the complete course of treatment...

Mangal admits that after about eight days he had stopped taking the medicines because he had begun to feel much better and also because the symptoms may disappear, the disease still remains inside if complete treatment is not taken, and that is why after a few days the symptoms reappear.

The outreach worker observes that although Mangal has been listening to him attentively, he is looking discouraged. He urges Mangal not to give up at this stage. He reminds Mangal that he has taken a big step forward by going to the doctor. That he has already won half the battle. He urges Mangal to try the doctor's treatment one more time.

Mangal does not look convinced. So the outreach worker gives him another dose of encouragement. He reminds Mangal of all that he stands to gain -- with proper and complete treatment, he will regain his health and thus be able to continue earning a living and providing for his family.

Suddenly Mangal says that he will try the treatment once again. He says he will try because he so wants to get well. And because the outreach worker did not make him feel like an idiot who had made a big mistake.

Situation Five

A group discussion is underway; the outreach worker has just finished giving basic information on STDs to a group of truck drivers whom he is meeting for the first time.

Through the use of a simple game of True or False, which the truck drivers readily agree to play, the outreach worker reinforces key messages.

He then leads the discussion to the use of condoms. He allows the truck drivers to share their doubts and feelings. One by one, he addresses their concerns. He then does a condom demonstration. One of the drivers asks if he can also do a demonstration. Although his friends tease the truck driver, the outreach worker pays close attention, encourages him and takes him through the whole procedure step by step. Finally the outreach worker gives information on where condoms are available.

DAY 1

Session 4

EXERCISE 2

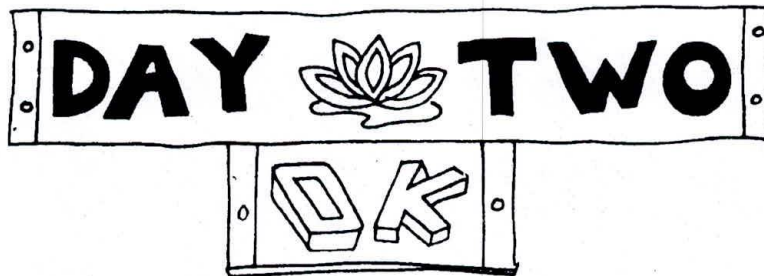
Handout

Role of communication in behaviour change

Stage	Our Role -- Communication
UNAWARE TO AWARENESS	Tell our groups about STDs and their dangers to health -- their own and their partner's. Help them understand the need to know whether they have an STD.
AWARENESS TO CONCERN	Point out that unsafe sexual practices can cause STDs in anybody. Emphasize the need to seek treatment as soon as any symptoms of an STD are noticed. Reassure the groups that most STDs can be cured with complete and proper treatment. Inform them that safer sex practices can help prevent STDs.
CONCERN TO ACQUIRING KNOWLEDGE AND SKILLS	Give them information on symptoms of STDs and where treatment is available. Encourage them to ask questions so that you can clarify doubts . Outline different ways in which they can safeguard themselves. Demonstrate the use of condoms as a preventive measure. Give information on where to buy condoms.
ACQUIRING KNOWLEDGE AND SKILLS TO MOTIVATION	Convince them that early and complete treatment can cure most STDs totally. Listen to any doubts/problems that they may have about treatment. Give information about or refer them to clinics that are easily accessible to them. Reiterate that STDs can be prevented by adopting safer sexual practices.
MOTIVATION TO TRIAL	Encourage them to complete the treatment and remind them to visit the clinic regularly. Reiterate the need to continue treatment even if the symptoms have disappeared. Encourage them to use a condom every single time, with every partner. Clarify doubts and help resolve problems related to condom use.
TRIAL TO SUCCESS	Appreciate their efforts towards caring for their own as well as their partner's health -- using a condom, going to a doctor, completing the treatment. Encourage them to continue health-seeking practices

Day One: Sum Up

- Our concern is to ensure the sexual health of truck drivers, cleaners and commercial sex workers. We can do this by helping our groups to prevent STDs and to take treatment for STDs.
- By helping our groups to prevent and to seek treatment for STDs, we will be helping to achieve the goal of our Project, which is -- to reduce the rate of transmission of HI V/AIDS by reducing the rate of transmission of STDs.
- All of us who are part of a Healthy Highways Project team need to work together to achieve this goal.
- Each and every team member has a role to play in making the project successful. It is important for us to be very clear where our role as outreach workers begins and ends.
- Our unconscious prejudices against our groups can affect our work. We need to become aware of these prejudices and overcome them; we need to see the groups we work with as human beings -- who, like us, have their likes, dislikes, hopes and fears, families and friends.
- While communicating information related to sexual matters, and asking our groups to reveal personal and intimate information, we need to be sensitive to their feelings and respect them.
- Our work involves providing information in order to bring about behaviour change. This is a difficult task, especially since it is related to behaviour based on certain strongly held beliefs and values.
- Though not easy, it is possible for us to motivate our groups to change their behaviour.
- Interpersonal communication has a key role to play in our task of motivating behaviour change. Communication is involved at every stage in the process of behaviour change.



Programme

DAY 2

Schedule

Session One 9.00 a.m. - 11.00 a.m.

EXERCISE	OBJECTIVES	METHODOLOGY	MATERIALS
1 (1 hour)	To understand that effective interpersonal communication is a two-way process	Role-play	Case-sheet 2
2 (1 hour)	To understand that effective interpersonal communication requires both -- right skills and right values	Large group interaction Case analysis	Case-sheet 3

Session Two 11.15 a.m. - 1.30 a.m.

EXERCISE	OBJECTIVES	METHODOLOGY	MATERIALS
1 (1 hour 30mins.)	To understand the different elements that can help or hinder interpersonal communication To identify some of the important skills and values that can enhance our communication with our groups.	Enactment Large group interaction	Case-sheet 4
2 (45 mins.)	To clarify the kind of language we should use in our work	Debate Poster presentation	Poster 4

Session Three 2.15 p.m. - 4.00 p.m.

EXERCISE	OBJECTIVES	METHODOLOGY	MATERIALS
1 (20 mins.)	To illustrate how the tone of our voice reveals our feelings and emotions	Game
2 (40 mins.)	To illustrate how our baby language reveals our feelings and emotions	Game
3 (45 mins.)	To experience how our tone of voice and body language affect our communication	Game Role-play	Case-sheet 5

Session Four 4.15 p.m. - 6.15 p.m.

EXERCISE	OBJECTIVES	METHODOLOGY	MATERIALS
1 (1 hour (45 mins.)	To have an opportunity to put into practice some of the skills and learning highlighted during the day	Role-play	Practice sheet 1 Practice checklist 1
2 (15 mins.)	To sum up the main learning points of Day Two of the workshop	OHP presentation	OHP sheet 5

Objective

To understand that effective interpersonal communication is a two-way process.

DAY 2

Session 1

EXERCISE 1

Methodology

Role-play

Materials

Case-sheet 2



1 hour

ACTIVITY

Call for four volunteers and give separate instructions to each of them. Use Case-sheet 2 to make photocopies of the instructions. Make sure that the volunteers do not see one another's instructions. Once the instructions have been given, request Volunteers X and Y to leave the room.

Instructions to Volunteer A

Tell your partner the story of your favourite film in not more than 20 lines (two minutes maximum). Do not reveal either the name of the film or the names of the actors. Once you start, keep talking. Do not allow your partner to interrupt you. Do not ask for his responses. Do not answer his questions. Just tell him the story.

Instructions to Volunteer B

Your partner will be telling you something. Pay attention to his first few sentences. Ask a question or seek a clarification. After about 20 seconds or so, stop paying attention. Show total disinterest. Do not even look at your partner. Act as if you are bored by what he is saying.

Instructions to Volunteer X

Tell your partner the story of your favourite film in not more than 20 lines (two minutes maximum). Do not reveal either the name of the film or the names of the actors. Involve the partner in the narration by asking him questions and by responding to his questions.

Instructions to Volunteer Y

Listen carefully to what your partner is saying. Participate in the interaction. Ask questions, seek clarifications. Make it a point to show that you are interested in what he is saying.

Begin the activity by asking Volunteers A and B to perform their role-play. (Volunteers X and Y continue to remain outside.)

As soon as the first role-play is over, call Volunteers X and Y inside and ask them to perform their role-play.

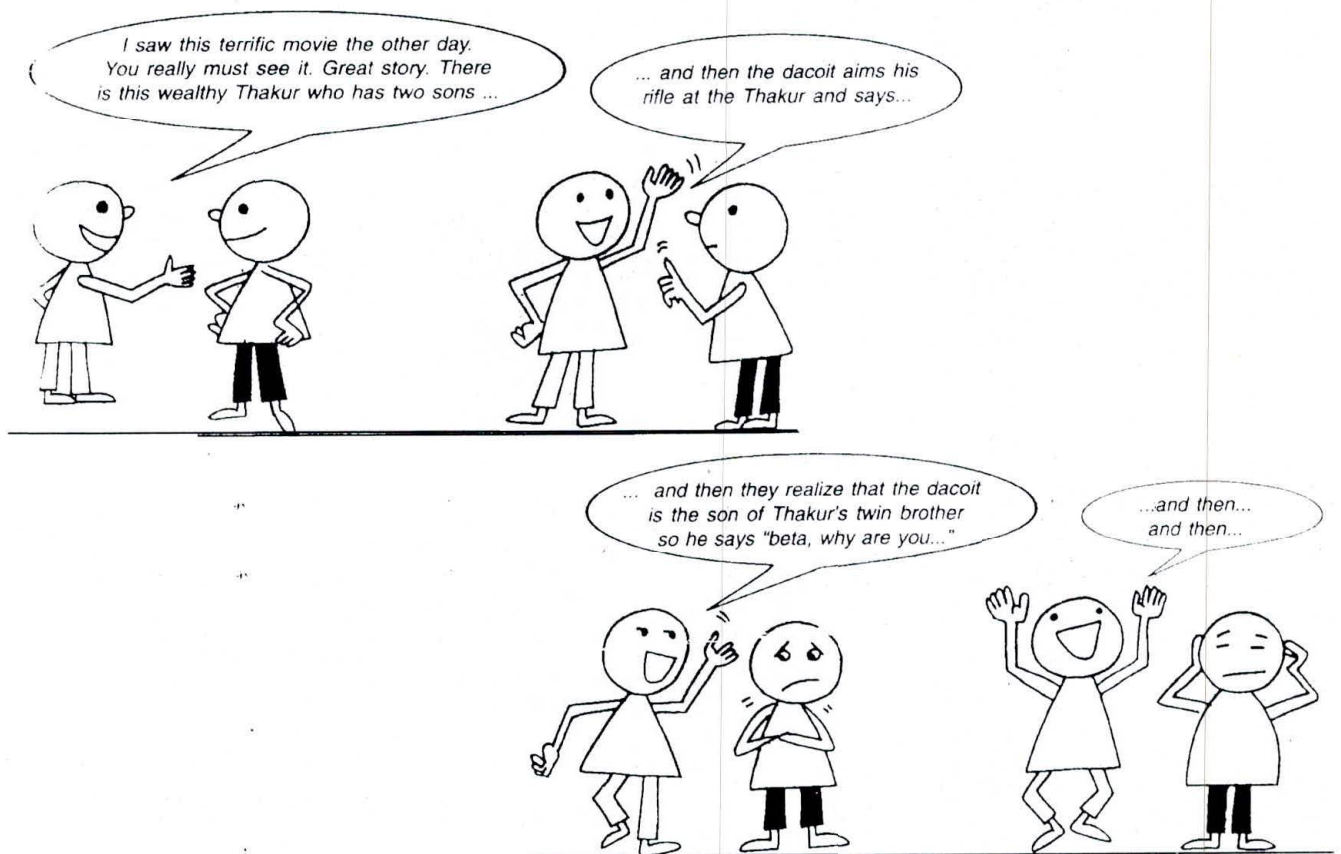
After both the role-plays have been performed, discuss the following questions with the large group. Ask specific questions to the volunteers as well.

- * In what ways were the two role-plays different?
- * How did the volunteers feel while performing the role-plays?
- * Can Volunteers B and Y recall what was discussed in their role-plays?

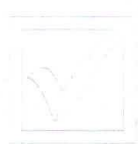
In the first role-play, Volunteer B may not be able to recall much (since he had been specifically instructed not to pay attention). He may also share his frustration at not having his initial questions answered. Volunteer A may also share his own frustration at not getting any participation from his partner.

In the second role-play, since Volunteer Y was specifically instructed to listen carefully, he would be in a better position to recall the story.

Volunteers X and Y may have positive things to say about the interaction -- Volunteer X may, for example, share that he enjoyed the interaction because Volunteer Y was paying attention and was listening to what he was saying. Volunteer Y on the other hand may share that he stayed involved in the interaction because his partner responded to his questions.



Sum up the exercise with the help of the following points.

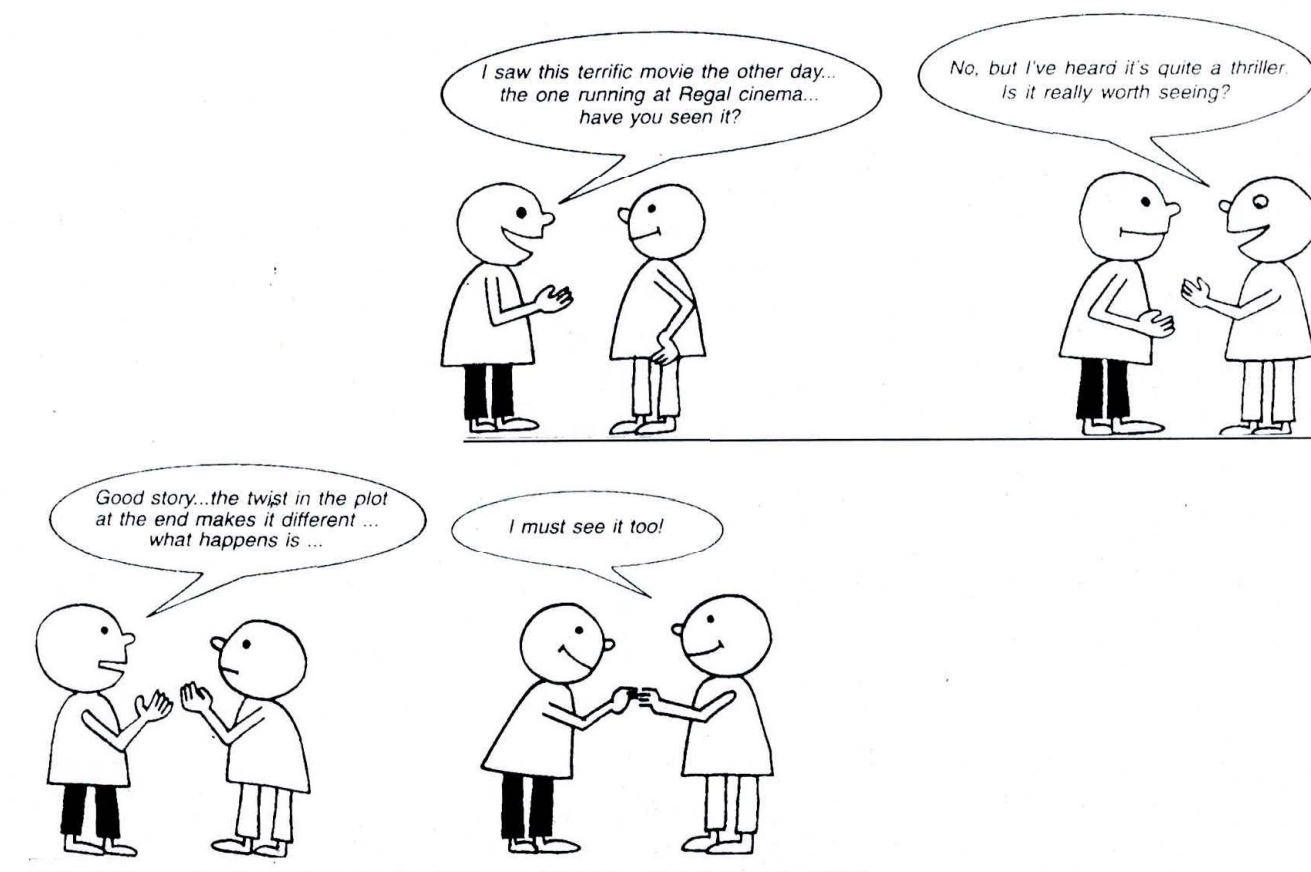


As outreach workers we have to give information in order to motivate our groups to practise health-seeking behaviour. This is one of our most important functions. However, sometimes we get carried away and we keep talking. Such one-sided interactions are not very effective as the people we are interacting with do not get a chance to talk, or to ask questions, or to share what they are thinking and feeling.

An effective interaction takes place when there is **effective interpersonal communication**. In such communication there is participation and involvement from both the partners. **Both talk, both listen.**

Effective interpersonal communication is therefore a **two-way process** -- one in which there is a give and take; an exchange of thoughts and feelings, ideas and information. We must keep reminding ourselves of this important aspect of communication; we also need to remember that in order to be effective communicators it is as important for us to listen to our groups, as it is to talk to them.

Over the next few exercises we will discuss various aspects of effective communication.



DAY 2

Session 1

EXERCISE 2

Methodology

Large group interaction
Case analysis

Materials

Case-sheet 3



1 hour

Objective

To understand that effective interpersonal communication requires both -- right skills and right values

ACTIVITY

Distribute Case-sheet 3 to the participants. Tell them that the two situations presented in the case-sheet are about two teachers and their interaction with their students who are around seven to eight years old.

Invite two participants to read out the situations one after another.

Then discuss the following question with the large group.

* Which teacher would you consider to be an effective communicator? Give reasons for your answer.

Use the analysis presented below to guide the discussion.

SITUATION ONE

In her language class, Sushma Teacher is reciting a poem. The students listen attentively as she acts out the poem in a dramatic and lively manner.

In the middle of the recitation, a student interrupts her. "Teacher, teacher..." he says, "how can the streets be paved with gold?" Irritated, Sushma Teacher tells the student not to interrupt and not to ask silly questions. Dejected, the student sits down. Sushma Teacher continues with the recitation.

ANALYSIS

Sushma Teacher was able to involve the class in her recitation as she **had the skills to recite the poem in a dramatic manner**. In other words, Sushma Teacher used her voice and body language effectively.

However, she did not seem to have the skills to handle questions. More importantly, **she was disrespectful towards the student who asked the question**. This could be seen from the way she reacted to the student, and on the basis of the words she used.

Such an attitude does not make for effective communication. Not only did it make the student very uncomfortable, her attitude also conveyed a clear message to the whole class -- that she is irritated and displeased when questions are asked. In future, therefore, the students may hesitate before interacting with her. They may even reduce their interaction with her. The result -- the two-way flow which is so essential for effective communication may not take place between the teacher and the students.

SITUATION TWO

In her language class, Mamta Teacher is also reciting a poem. She is rather soft spoken and the students in the last rows cannot hear her properly. Her manner of presentation is dull. Some of the students are beginning to look bored.

In the middle of the recitation, a student interrupts her. She wants to know what a particular word means. Manna Teacher stops the recitation. She asks the class whether anyone knows the answer. Then she explains the meaning of the word. She ensures that the student who has asked the question has understood the word correctly. Then she proceeds with the recitation.

ANALYSIS

Mamta Teacher did not seem to have adequate skills in using her voice and body language. She was therefore not able to hold the attention of all the students.

However, **Mamta Teacher handled the question asked by the student effectively and sensitively.** She did not make the student feel that she had done something wrong in asking the question. She also treated the question seriously. She took the opportunity to put the same question to the entire class and thus involved all of them in searching for the answer.

So in order to answer the question of which of these two teachers is an effective communicator, we would have to say that both the teachers would have to work on certain aspects of their communication in order to be truly effective.

Sushma Teacher would have to improve her students. Mamta Teacher would have to improve some of her skills -- speaking in a louder voice, using actions and gestures to make the narration lively, and so on.

Sum up the discussion with the help of the following points.



We often tend to think of effective communication only as a matter of acquiring the right skills. **What we need to realize is that mere skills will not take us very far unless they are based on right attitudes and values -- values such as respect, trust, concern.** In our work also, it is the combination of the right values with the right skills which will enable us to be effective communicators.

In the next exercise, we will explore some of the skills and values which can help us to enhance our communication with our groups.

Objective

To understand the different elements that can help or hinder interpersonal communication

To identify some of the important skills and values that can enhance our communication with our groups.

DAY 2

Session 2

EXERCISE 1

Methodology

Enactment
Large group interaction

Materials

Case-sheet 4



1 hour 30 minutes

ACTIVITY

Divide the participants into four groups. Give each group one of the situations outlined in Case-sheet 4. Tell them that they have to enact the situation exactly as described in the case-sheet.

Give the participants ten minutes to prepare for the enactment. After each enactment, discuss the following questions with the large group.

- * What were the positive and negative aspects in the interaction which was enacted?
- * What skills and values would help to make the interactions more effective?

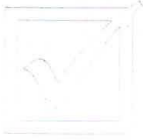
Write the main points emerging from the discussion of each interaction on the blackboard.

For your ready reference, the key points of each interaction are presented below in the form of a table. You could use the same format for noting down points on the blackboard.

Situation	Positive aspects of the interaction	Negative aspects of the interaction	Skills and values for a more effective interaction
One	Outreach worker Narayan was concerned about truck driver Ramnath -- that is why he wanted to make sure that Ramnath visited the STD clinic.	<p>The outreach worker talked in a loud voice about a personal problem.</p> <p>He also talked about a personal problem of one truck driver with another driver.</p> <p>Because of this Ramnath did not respond and the outreach worker lost the opportunity to motivate him. It is quite likely that the outreach worker may lose truck driver Kailash's trust as well.</p>	<p>Maintaining confidentiality</p> <p>Respecting a person's privacy.</p>

Situation	Positive aspects of the interaction	Negative aspects of the interaction	Skills and values for a more effective interaction
Two	Outreach worker Vijaya was very involved in her work.	The outreach worker focused all her attention on reading from the flip chart. She read word for word in a monotonous manner. She did not maintain eye contact with the group members. She did not ask questions or respond to questions. Outreach worker Vijaya was thus not able to sustain the interest of the group.	Keeping the group as the number one priority: involving them; listening to them; responding to their questions. Using media material more effectively.
Three	Outreach worker Mohan managed to create a two-way flow of communication by responding to and answering the group's questions.	The outreach worker was not very alert in observing his group. He did not notice the non-verbal communication between the other truck drivers. He also missed picking up the signal that Kisan wanted to have a word with him in private. Thus outreach worker Mohan missed out on an important opportunity to help Kisan who may have symptoms of an STD.	Enhancing observation skills.
Four	The initial part of outreach worker Iqbal 's approach was positive. He used the information provided by his observation -- he praised the helper for taking good care of the truck and in this way got the helper's attention.	Without finding out whether Raju needed information on AIDS, the outreach worker started giving a long lecture. He used technical words such as "Acquired Immuno Deficiency Syndrome" and "unprotected sex" which Raju would not have understood. Iqbal gave all the information in one long flow, without making any attempt to reinforce the information. Thus outreach worker Iqbal seemed more interested in giving information than in the person to whom he was giving the information.	Showing respect Giving information using simple language.

After all the interactions have been discussed in detail, sum up the exercise using the following points.



As we have seen in this exercise, **our work of information-giving requires specific skills**. These include:

- skills of observation and listening
- skills in responding to questions and in reinforcing information
- skills in using correct and simple language
- skills in using our voice and body language effectively and
- skills in using media material.

This exercise also showed that **for information-giving to be effective, it has to be based on certain values** -- values such as respect and trust.

In our work, the value of **respect has many dimensions**: maintaining confidentiality, respecting a person's privacy, not passing judgment on him or her. Having respect also means **not treating a person as a "target" for information-giving, but as an individual human being** whom we can help and who can help us.

Trust is another important value we need in our work. We need to trust people and not be suspicious about them. We need to build their trust in us. Maintaining confidentiality about the personal information that they share with us and demonstrating that we value them as people will help in trust-building.

Over the next few sessions we will work towards enhancing some communication skills and strengthening our values of respect and trust towards our groups.

DAY 2

Session 2

EXERCISE 2

Methodology

Debate
Poster presentation.

Materials

Poster - 4



45 minutes

Objective

To clarify the kind of language we should

ACTIVITY

Divide the participants into two groups. Tell them that they have to debate on the kind of language they should use in their work. Group A has to put forward arguments in favour of using scientific language and words, while Group B has to argue in favour of using the colloquial, everyday language of our groups..

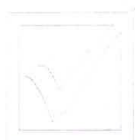
Give the groups five minutes to prepare their arguments and to select one member to lead the debate.

Start the debate.

While the arguments are being made by the two group leaders, note down the main points in favour of each type of language on the blackboard.

Then, throw open the debate to the large group and invite the participants to oppose any point written on the blackboard. In this way, the arguments for and against each type of language will emerge.

After most of the relevant points have emerged, sum up the exercise with the help of the following points.



It is true that if we were to use the colloquial language of our groups, they would immediately understand what we are saying. However, this colloquial language may have words which are abusive and disrespectful, especially towards women. That is why, as far as possible, we should not use this type of language.

At the same time, being familiar with their colloquial language would help us to understand what our groups are saying.

Another point -- our groups may use this kind of language not because they want to be rude or disrespectful, but simply because using such language is a matter of habit with them. Therefore we need not take their use of language personally or be shocked and offended by it.

On the other hand, if we communicate with our groups using scientific and technical words, they may not understand what we are saying and may therefore lose interest in the topic being discussed.

Also, they may misunderstand what we are saying. This may create confusion and even add to the misconceptions.

Therefore, as far as possible, we should use neither the colloquial language of our groups nor language which is very scientific and technical.

The language we use should be simple. It should be respectful and non-abusive. It should also be gender-sensitive. It should not hurt or offend our groups. These guidelines regarding use of language have been outlined in a poster.

Display Poster 4 and go over each of the points to conclude the exercise.

Poster 4

ON USE OF LANGUAGE

The language we use must be

- Simple and easily understood
- Respectful, non-abusive and gender-sensitive
- Such that the user and the listener are comfortable with it.

And

The language we use must not be

- Hurtful or such that it ridicules our groups.

DAY 2

Session 3

EXERCISE 1

Methodology

Game

Materials



20 minutes

Objective

To illustrate how the tone of our voice reveals our feelings and emotions

ACTIVITY

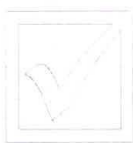
Call for five volunteers. Take them aside and tell them that they have to play a game in which each one of them has to say "ah" in a specific tone of voice. **Volunteer A** must say "ah" in an **excited** tone of voice; **Volunteer B** in a **sad** tone of voice; **Volunteer C** in a **happy** tone of voice; **Volunteer D** in a **painful** tone of voice; and **Volunteer E** in a **surprised** tone of voice.

To begin the game, ask the volunteers to go to the front of the class and to stand with their backs to the large group.

Instruct the large group to listen carefully to the volunteers and to guess what each one of them is trying to communicate.

Start the game. After each volunteer says "ah", immediately ask the large group -- what emotion did the volunteer try to communicate?

Sum up the exercise with the following points.



Although the volunteers did not use a single word, we were able to understand the feelings they were trying to communicate. Their tone of voice, tilt is, the way they said "ah", communicated their feelings to us.

This simple game has thus reminded us that **we communicate not only through the words we say, but also through the way we say the words.**

Objective

To Illustrate how our body language reveals our feelings and emotions

DAY 2

Session3

EXERCISE 2

Methodology

Game

Materials



40 minutes

ACTIVITY

Call for six volunteers. Take them aside and tell them they have to enact something Without using a single word. **Volunteer A** has to indicate to the large group that she is tired; **Volunteer B** that he is angry; **Volunteer C** that she is sad; **Volunteer D** that he is worried; **Volunteer E** that he respects them and **Volunteer F** that she is deep in thought.

Instruct the large group to watch the volunteers carefully.

Start with the first volunteer. **After she has performed the mime, ask the large group to guess what she was trying to communicate.** In this way, invite responses from the large group after every mime.

Then sum up the exercise with the help of the following points.

Although the volunteers did not use spoken language, they communicated their feelings through body language.

Our facial expressions, our gestures, our posture, our body language -- all communicate what we are thinking and feeling.

Here are some examples -- we tap our fingers when we are restless, we smile when we are happy, we frown when we are angry or worried, our shoulders tend to droop when we are tired or dejected.

We need to be conscious of our body language for it reveals our feelings and emotions.



DAY 2

Session 3

EXERCISE 3

Methodology

Game
Role-play

Materials

Case-sheet 5



45 minutes

Objective

To experience how our tone of voice and body language affect our communication

ACTIVITY

Part A

In this part of the exercise, there is a game.

Call for three volunteers. Give each one a separate set of instructions from Case-sheet 5.

Instructions to Volunteer A

You are a cricket fan. You are very proud of the Indian cricket team. You have to make the following statement to the large group. Your tone of voice and body language must communicate your feelings.

India has won the match against Australia.

Instructions to Volunteer B

You do not care about cricket at all. It does not matter which team wins and which team loses. You have to make the following statement to the large group. Your tone of voice and body language must communicate your feelings.

India has won the match against Australia.

Instructions to Volunteer C

You are a cricket fan. You have great admiration for the Australian cricket team. You have to make the following statement to the large group. Your tone of voice and body language must communicate your feelings.

India has won the match against Australia.

Instruct the large group to pay close attention to what the volunteers are going to communicate.

Start the game. Let the volunteers address the large group one after another.

After all the three volunteers have addressed the large group, ask the following question to the group.

* What did Volunteers A, B and C feel about India's victory?

How did you know this?

Part B

In this part of the exercise, two role-plays have to be performed.

Call for another set of three volunteers. Give each one a separate set of instructions from Case-sheet 5.

Instructions to Volunteer X

You are going to participate in a role-play in which you have to perform the role of an outreach worker. A truck driver will come looking for you and will give you the good news that last week he became the father of a baby girl. You are genuinely pleased to hear this news and you congratulate the truck driver sincerely.

Instructions to Volunteer Y

You are going to participate in a role-play in which you have to perform the role of an outreach worker. A truck driver will come looking for you and will give you the good news that last week he became the father of a baby girl. You are indifferent to the news. Even so, you make a half-hearted effort to congratulate the truck driver.

Instructions to Volunteer Z

You are going to participate in two role-plays in which you have to perform the role of a truck driver. You are eager to give the outreach worker the good news that last week you became the father of a baby girl.

Explain to the large group that in this part of the exercise, two role-plays are going to be performed, followed by a large group discussion.

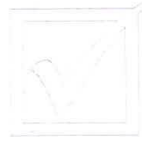
Start the first role-play between Volunteer X and Volunteer Z.

Follow it with the second role-play between Volunteer Y and Volunteer Z.

After both the role-plays have been performed, ask the large group the following questions.

- * What was the difference between the two role-plays?
- * How were you able to make out the difference?
- * Which interaction did Volunteer Z find more satisfying?
Why?
- * Which "outreach worker" (Volunteer X or Y) would be more successful in giving information and in motivating the "truck driver"? (Volunteer Z)?

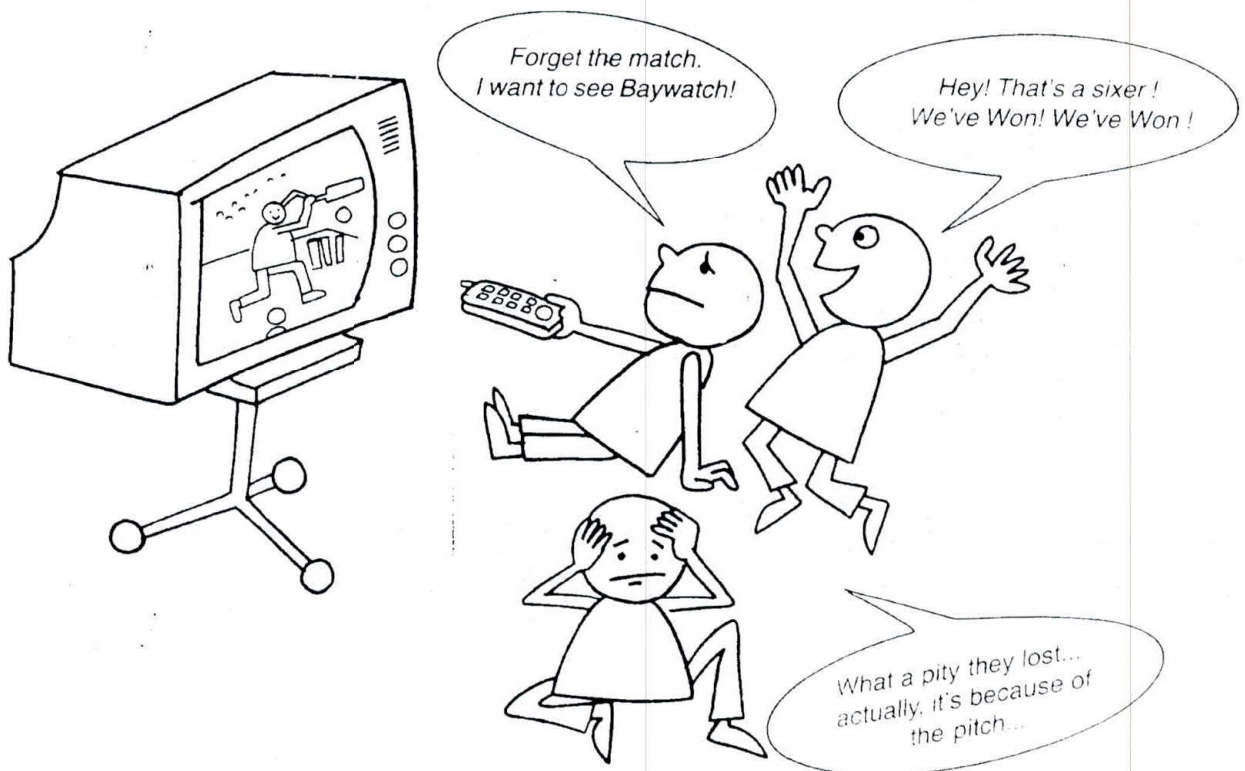
Sum up the exercise with the help of the following points.



The first part of the exercise showed us that our tone of voice and body language reveal our feelings. Although won the match against Australia -- each one's tone of voice, each of the volunteers gave us the same information -- India has won the match against Australia -- each one's tone of voice gestures and body language were different. These aspects of their communication clearly indicated how they felt about the information they were giving us.

The second part of the exercise showed us that our tone of voice and body language reveal not only our feelings but our attitudes as well. Although the actions of the "outreach workers" in both the role-plays were the same (both congratulated the truck driver), their attitudes towards the "truck driver" were different. From their tone of voice and body language, the truck driver could make out that the first outreach worker was interested in him while the second was not. Once the truck driver has sensed this disinterested attitude, he is not going to be motivated to listen to what the second outreach worker has to say.

Thus, the second part of the exercise also makes clear another important point: **our attitude towards the people we are interacting with is bound to affect our communication with them.** If we are interested, concerned, respectful - - if both our words and body language indicate this -- we are more likely to succeed in our tasks of information-giving and motivation.



Objective

To have an opportunity to put into practice some of the skills and learnings highlighted during the day

DAY 2

Session 4

EXERCISE 1

Methodology

Role-play

Materials

Practice sheet 1

Practice checklist 1



1 hour 45 minutes

ACTIVITY

In this practice session participants are involved in performing and analyzing four role-plays.

The procedure to be followed for each role-play is outlined below

1. Call the required number of volunteers to act in the role-plays. Guidelines on the number of actors in each role-play as well as on how to instruct them about their roles are outlined in the box at the end of this exercise.
2. Instruct the actors regarding their roles. These instructions (for each role-play situation) are outlined in Practice sheet 1. You could tear out the instructions from this sheet and hand them over to the actors.
3. Explain to the actors that while performing their roles they should keep in mind the points discussed and learnt during the course of the day. These included:
 - * Communication as a two-way process
 - * The role of language, tone of voice and body language in effective communication.
4. Distribute copies of Practice checklist 1 to the large group, that is, to everyone who is not enacting that particular role-play. Instruct the large group to go through the checklist before the role-play begins, observe the role-play carefully and note down their comments at the end of the role-play.
5. Begin the role-play.
6. After the performance, involve the large group in analyzing the role-play. Use the checklist as a guideline. Read out each point from the checklist and ask for responses from the large group.
7. Encourage the actors to respond to the observations made by the group and to share what they felt while performing the role-play.

8. Ask the actor who performed outreach worker's role to share the way in which she used the day's 'earnings while enacting the role-play.
9. Appreciate the efforts of the actors as well as the observers before proceeding to the next role-play.

Situation No.	Number of actors	Instructions regarding roles
1	1 truck driver + 1 outreach worker	To be given separately to each volunteer.
2	2 trucker drivers + 1 outreach worker	To be given separately to each volunteer.
3	5 commercial sex workers + 1 outreach worker	Separate instructions for outreach worker; instructions together for group of Commercial sex workers.
4	1 tea stall boy + 1 truck driver + 1 outreach worker	Separate instructions for tea stall boy; instructions together to outreach worker and truck driver.



Objective

To sum up the main learning points of Day Two of the workshop

DAY 2**Session 4****EXERCISE 2****Methodology**

OHP presentation

Materials

OHP sheet 5

ACTIVITY

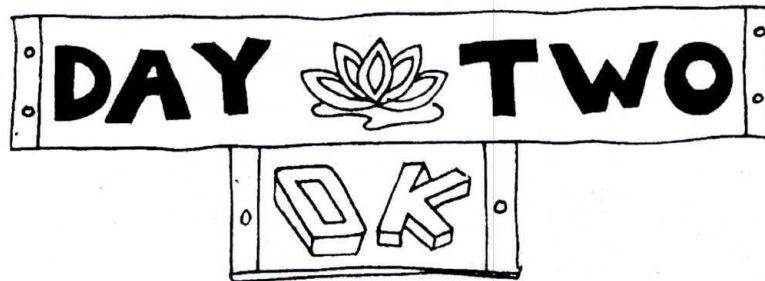
Project OHP sheet 5.

Invite a volunteer from the large group to read out the first learning point projected on the screen. Ask her to talk briefly about the activity that focused on that point.

Similarly, invite other volunteers to talk about the other learning points.



15 minutes



Resource Materials

DAY 2

Session 1

EXERCISE 1

Case-sheet 2

Instructions to Volunteer A

Tell your partner the story of your favourite film in not more than 20 lines (two minutes maximum). Do not reveal either the name of the film or the names of the actors. Once you start, keep talking. Do not allow your partner to interrupt you. Do not ask for his responses. Do not answer his questions. Just tell him the story.

Instructions to Volunteer B

Your partner will be telling you something. Pay attention to his first few sentences. Ask a question or seek a clarification. After about 20 seconds or so, stop paying attention. Show total disinterest. Do not even look at your partner. Act as if you are bored by what he is saying.

Instructions to Volunteer X

Tell your partner the story of your favourite film in not more than 20 lines (two minutes maximum). Do not reveal either the name of the film or the names of the actors. Involve the partner in the narration by asking him questions and by responding to his questions.

Instructions to Volunteer Y

Listen carefully to what your partner is saying. Participate in the interaction. Ask questions, seek clarifications. Make it a point to show that you are interested in what he is saying.

DAY 2

Session 1

EXERCISE 2

Case-sheet 3

Who is an effective communicator?

Sushma Teacher

In her language class, Sushma Teacher is reciting a poem. The students listen attentively as she acts out the poem in a dramatic and lively manner.

In the middle of the recitation, a student interrupts her. "Teacher, teacher..." he says, "how can the streets be paved with gold?" Irritated, Sushma Teacher tells the student not to interrupt and not to ask sill' questions. Dejected, the student sits down as the teacher continues with the recitation.

Mamta Teacher

In her language class, Mamta Teacher is also reciting a poem. She is rather soft spoken and the students in the last rows cannot hear her properly. Her manner of presentation is dull. Some of the students are beginning to look bored.

In the middle of the recitation, a student interrupts her. She wants to know what a particular word means. Mamta Teacher stops the recitation. She asks the class whether anyone knows the answer. Then she explains the meaning of the word. She ensures that the student who has asked the question has understood the word correctly. Then she proceeds with the recitation.

Situation One

Outreach worker Narayan is talking to truck driver Kailash at the dhaba. He notices another driver Ramnath getting out of his truck which is parked a little distance away. Narayan greets Ramnath loudly... "Hello Ramnath, how are you? Did you go to the STD clinic?" On hearing the last bit of the greeting, Ramnath turns and goes off in the opposite direction. Narayan shouts again, "If you have not gone as yet, please go." On seeing the questioning look on Kailash's face, Narayan explains, "This Ramnath has STDs. I told him to go to the clinic. He will be all right after taking complete treatment."

Situation Two

Using a flip chart, outreach worker Vijaya is conducting a session on STDs with a group of commercial sex workers in a brothel. All her attention is focused on reading out the dialogue word for word. She does not look at the group. She is engrossed in telling the story, page after page, reading out the dialogue in a monotonous voice. Suddenly Prema interrupts her, "But, *didi*, many times the customers refuse to use condoms -- what can we do then?" Vijaya tells Prema, "We will discuss this point later. Don't ask questions in between. It breaks the link." Prema and the others are losing interest and getting restless, but Vijaya resumes the story and continues her dialogue reading."

Situation Three

Outreach worker Mohan is conducting a group discussion on STDs with a group of 5-6 drivers. All appear interested and ask questions which Mohan answers efficiently. When he starts talking about the symptoms, driver Vijju starts nudging the one sitting next to him. Both look at their colleague Kisan and smile knowingly. Mohan does not notice this silent interaction and continues talking. At the end of the session, he tells the group, "If any of you have questions, feel free to ask." There are one or two questions of a general nature, which Mohan answers. The drivers begin to leave -- all except Kisan, who goes towards Mohan hesitantly. By now, Mohan is busy packing his things and does not notice Kisan's approach. He says goodbye and leaves."

Situation Four

Sixteen-year old Raju is a helper who is painstakingly cleaning his ustaad 'struck. Outreach worker Iqbal greets him, "*Aree*, the truck is all shining!" Raju is pleased and responds to Iqbal. The two chitchat for a few minutes. Then Iqbal says, "You are taking such good care of the truck, but do you take the same care of yourself?" Raju is taken aback. He does not say anything. Iqbal continues, "I am a health worker, and I will give you some information on AIDS. I think this information will help you. He asks Raju, "Have you heard of AIDS? It means Acquired Immuno Deficiency Syndrome. And it is caused by the Human Immuno Deficiency Virus. This virus enters the body by unprotected sex, by using infected syringes, and by taking blood transfusion using blood which has HIV in it. So if you want to protect yourself do not have sex with multiple partners, and even if you have multiple partners always use a condom." Then he tells Raju, "Now that you know all this, you must always use a condom." He hands over a packet of condoms to Raju and says goodbye.

ON USE OF LANGUAGE

The language we use must be

Simple and easily understood

Respectful, non-abusive and gender-sensitive

Such that the user and the listener are comfortable with it.

And

The language we use must not be

- Hurtful or such that it ridicules our groups.

DAY 2

Session 3

EXERCISE 3

Case-sheet 5

Instructions to Volunteer A

You are a cricket fan. You are very proud of the Indian cricket team. You have to make the following statement to the large group. Your tone of voice and body language must communicate your feelings.

India has won the match against Australia.

Instructions to Volunteer B

You do not care about cricket at all. It does not matter to you which team loses and which team wins. You have to make the following statement to the large group. Your tone of voice and body language must communicate your feelings.

India has won the match against Australia.

Instructions to Volunteer C

You are a cricket fan. You have great admiration for the Australian cricket team. You have to make the following statement to the large group. Your tone of voice and body language must communicate your feelings.

India has won the match against Australia.

Instructions to Volunteer X

You are going to participate in a role-play in which you have to perform the role of an outreach worker. A truck driver will come looking for you and will give you the good news that last week he became the father of a baby girl. You are genuinely pleased to hear this news and you congratulate the truck driver sincerely.

DAY 2

Session 4

EXERCISE 1

Practice sheet 1

Practice situation One

Outreach worker

An outreach worker approaches a truck driver who is sitting outside his truck, reading a newspaper. He gives the truck driver information on STDs and on the use of condoms.

You have to play the role of the outreach worker.

Truck driver

Sabbaya is rough in his manner and uses a lot of abusive words. He is reading a newspaper outside his truck when an outreach worker approaches him and gives him information on STDs. Sabbaya tells the outreach worker that he is not interested in anything that the outreach worker has to say. When the outreach worker starts talking about condoms he loses his temper. Using offensive language, he shouts at the outreach worker. Throughout the interaction, Sabbaya's body language and tone of voice clearly indicate that he is not interested in what the outreach worker is saying.

You have to play the role of the truck driver.

Practice situation Two

Outreach worker

An outreach worker is talking to a truck driver when another driver, Sudhir, approaches him. The outreach worker has not met Sudhir before.

You have to play the role of the outreach worker.

Instructions to Volunteer Y

You are going to participate in a role-play in which you have to perform the role of an outreach worker. A truck driver will come looking for you and will give you the good news that last week he became the father of a baby girl. You are indifferent to the news. Even so, you make a half-hearted effort to congratulate the truck driver.

Instructions to Volunteer Z

You are going to participate in two role-plays in which you have to perform the role of a truck driver. You are eager to give the outreach worker the good news that last week you became the father of a baby girl.

Lata

Does not speak too much but her body language indicates that she is interested in the discussion.

Rashida

Her body language indicates that she is listening attentively though she does not speak at all.

Five participants have to play the role of the five commercial sex workers.

Practice situation Four**Outreach worker**

An outreach worker is talking to a truck driver at a tea stall. He notices a new tea stall boy who although very busy, seems interested in what he is saying to the truck driver. He therefore strikes up a conversation with the tea stall boy.

You have to play the role of the outreach worker.

Tea Stall Boy

Vasu is about 15-16 years old. He has just been employed at the tea stall. He speaks softly and his body language indicates that he is a little scared of the owner. Although he is busy, he is curious about the outreach worker and what he is doing. He finds a way to come close to the outreach worker's table whenever he can. He asks the outreach worker a few questions but keeps looking back to see if the owner is watching.

You have to play the role of the tea stall boy.

Truck driver

Truck driver Subir is talking to an outreach worker. They are having tea.

You have to play the role of the truck driver.

Truck driver 1

Truck driver Salim is talking to an outreach worker when another truck driver approaches him.

You have to play the role of truck driver 1.

Truck driver 2

Truck driver Sudhir suspects that he may have an STD. Hesitantly and with some embarrassment, he hints about this to the outreach worker. His voice and body language clearly indicate that he is not comfortable.

You have to play the role of truck driver 2.

Practice situation Three**Outreach worker**

An outreach worker is conducting a session on the use of condoms with a group of commercial sex workers. The outreach worker is familiar with the group as she has been interacting with them regularly.

You have to play the role of the outreach worker.

Group of commercial sex workers**Mariam**

Is bold, talks freely with the outreach worker and does not hesitate to ask questions.

Verangini

Is not interested at all in the session; she sits a little distance away and refuses to participate in the discussion.

Baby

Is rather aggressive and uses abusive language freely. She wants to know why the outreach worker is targeting them by giving them such information.

DAY 2

Session 4

EXERCISE 1

Practice checklist 1

Checklist for Practice situation One

1. Was the communication between Sabbaya and the outreach worker a two-way process?	
2. Did the outreach worker involve Sabbaya in the conversation?	
3. Did he provide an opportunity for Sabbaya to express his thoughts and feelings?	
4. Did Sabbaya's body language and tone of voice communicate his lack of interest in the conversation?	
5. Was the outreach worker able to identify this lack of interest?	
6. Did the outreach worker seem comfortable with Sabbaya's language, body language, tone of voice?	
7. Did the outreach worker's language, tone of voice and body language influence Sabayya?	
8. Was the outreach worker able to respond appropriately?	

Checklist for Practice situation Two

1. Did the body language and tone of voice of Sudhir communicate his hesitation and his embarrassment?		
2. Was the outreach worker able to guess Sudhir's hesitation?		
3. Did the outreach worker, through his tone of voice and body language, make Sudhir comfortable?		
4. Was the outreach worker able to encourage Sudhir to share his concerns?		
5. Would you say it was a two-way communication?		
6. Was the outreach worker able to maintain confidentiality with regard to Sudhir's health?		
7. Did the outreach worker's tone of voice and language convey a genuine concern for Sudhir's health?		

Checklist for Practice situation Three

1. Was the outreach worker able to involve all the group members in the discussion?	
2. Did the outreach worker facilitate exchange of thoughts, feelings and information?	
3. Was the outreach worker able to respond appropriately to the questions asked by Mariam?	
4. Did the body language or language used by the group members communicate their lack of interest?	
5. Was the language of the group members abusive?	
6. Did the abusive language of the group members influence the language of the outreach worker?	
7. Did the outreach worker use language that the group could understand?	
8. Did the outreach worker change her tone of voice or body language when one member became abusive?	
9. Was the outreach worker able to make the session on use of condoms lively?	

Checklist for Practice situation Four

1. Did Vasu's body language reveal his curiosity about the outreach worker?		
2. Did Vasu's words or body language communicate that he was scared of the owner?		
3. Did the outreach worker's body language and tone of voice convey that he was genuinely concerned about Vasu's health?		
4. Did the outreach worker use language that was appropriate to Vasu's age?		
5. What information was Vasu's body language communicating?		
6. Did the outreach worker pickup this information? How do you know this?		
7. What was the outreach worker's attitude towards Vasu? Was he friendly? Did the outreach worker attempt to involve Vasu in the conversation?		

DAY 2

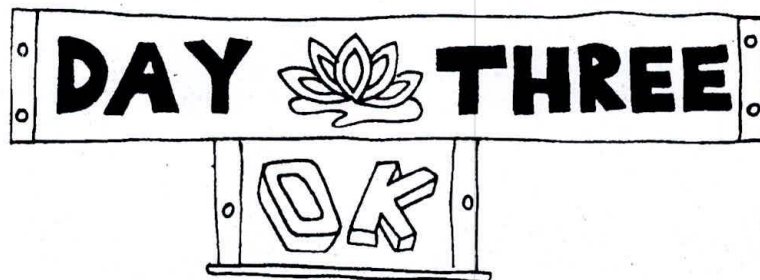
Session 4

EXERCISE 2

OHP sheet 5

Day Two: Sum Up

- Effective interpersonal communication is a two-way process. It calls for participation and involvement from both the partners.
- Communicating effectively with our groups calls for both -- the right skills and the right values.
- Listening, explaining, observing, encouraging -- all these are aspects of communication. By developing our skills in these areas, we can enhance our communication.
- Respecting our groups' feelings and attitudes; trusting their word; maintaining confidentiality about their personal matters -- all are critical values on which our communication should be based.
- The language we use -- verbal and non-verbal -- communicates our attitudes towards our groups.
- For more effective communication, we need to use simple language; and a tone of voice and body language that conveys our genuine concern for our groups' health.



Programme

DAY 3

Schedule

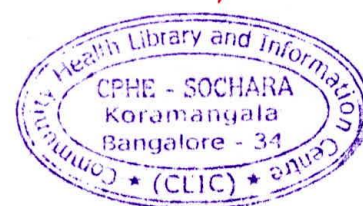
Session One 9.00 a.m. - 10.30 a.m.

EXERCISE	OBJECTIVES	METHODOLOGY	MATERIALS
1 (30 mins.)	To understand that in our work, the first step of approach is critical interaction	Large group	Case-sheet 6
2 (1 hour)	To understand some key factors that can help or hinder in making the first contact with our groups	Enactment Large group interaction Poster presentation	Case-sheet 7 Checklist 1 Poster 5

Session Two 10.45 a.m. - 1.15 p.m.

EXERCISE	OBJECTIVES	METHODOLOGY	MATERIALS
1 (1 hour (30 mins.))	To practically understand the different ways to approach our groups, based on their needs and the environment we work in	Small group work Case analysis	Case-sheet 8 Handout: <i>Effective approach</i>
2 (1 hour)	To illustrate ways of starting the process of communicating about STDs with our groups	Large group interaction Script analysis	Scripts 1 and 2 TM-100

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Session Three 2.00 p.m. - 4.00 p.m.

EXERCISE	OBJECTIVES	METHODOLOGY	MATERIALS
1 (30 mins.)	To illustrate the role of observation in providing valuable information about our groups and about our interaction with them	Game	Poster 6
2 (45 mins.)	To illustrate the need to verify the information we get from our observation	Poster presentation Large group interaction	Posters 7A, 7B and 7C
3 (45 mins.)	To demonstrate the significance of listening in the process of communication To understand the special significance of listening in our work	Game	-----

Session Three 4.15 p.m. - 6.15 p.m.

EXERCISE	OBJECTIVES	METHODOLOGY	MATERIALS
1 (1 hour (45 mins.))	To have an opportunity to put into practice some of the skills and learning highlighted during the day	Role-play	Practice sheet 2 Practice checklist 2
2 (15 mins.)	To sum up the main learning points of Day Two of the workshop	OHP presentation	OHP sheet 6

Objective

To understand that In our work, the first step of approach is critical

DAY 3

Session 1

EXERCISE 1

Methodology

Large group interaction

Materials

Case-sheet 6

ACTIVITY

Distribute copies of Case-sheet 6 to the large group. Give them five minutes to read the three situations outlined in it.

Involve the group in discussing the three cases by asking them the following questions.

- * What do the three situations have in common?
- * In which situation is the approach most critical? Why?
- * Do any of these situations have anything in common with our work?



30 minutes

After the participants give their responses, sum up the exercise by presenting your analysis of the three situations.

All the three situations centre around one person approaching another person. In all the three situations, the person making the approach wants something. Priya wants information about the ration card, Sirish wants company at the

party, and Silu wants to sell cosmetics. Whether or not Priya, Sirish and Silu get what they want will depend to a certain extent on how polite and friendly they are in the way they approach the people concerned.

Silu, however, will have to do something more. The person she has approached has the choice of buying or not buying the cosmetics. In her approach therefore, Silu will have to make her "customer" interested in her products so that she is motivated to buy them. This is what makes the approach stage very critical in Silu's case.

In our work also, the approach stage is very critical. For, it is in this stage, that we build a rapport with our groups and make them interested in what we are saying. Only then can we proceed to the next stage of information-giving and motivation.

In the next two exercises we will explore how we can make our approach more effective.



DAY 3

Session 1

EXERCISE 2

Methodology

Enactment
Large group interaction
Poster presentation

Materials

Case-sheet 7
Checklist 1
Poster 5



30 minutes

Objective

To understand some key factors that can help or hinder in making the first contact with our groups

ACTIVITY

Divide the participants into four groups. Give each group one of the situations outlined in Case-sheet

Instruct the groups that they have to enact the situation exactly as described in the case-sheet without making any additions of their own.

Give the groups ten minutes to prepare for their enactments.

Then ask the participants to reassemble as a large group. Distribute copies of Checklist 1 to them. Tell them that after watching each enactment, they have to write down their observations on the checklist.

Invite the first group to perform the enactment.

After the performance, give five minutes to the large group to fill out the checklist. (The group performing the enactment will not fill out the portion of the checklist which deals with their enactment.)

Finally, discuss the situation which has just been enacted with the large group. Use the questions raised in the checklist to focus the discussion. (A detailed analysis of each situation is provided below.)

Follow the same procedure for all the enactments -- that is, have the small group perform the enactment, then have the large group fill out the relevant portion of the checklist and then discuss the enactment with the large group.

After all the four enactments have been performed and discussed, use Poster 5 to review the key points regarding approach. The review brings this exercise to its conclusion.

SITUATION ONE

It is 2.00 p.m. and a busy time at the dhaba. Many drivers and helpers are having lunch. Some of the drivers who have finished their meal are resting under a mango tree which is just outside the dhaba. Outreach worker Deepak sees a truck driver sitting a little distance away from the others, reading a newspaper. He approaches him, tells him that he is a health worker from XYZ organization and that he would like to give the driver some information so that he can prevent himself from getting AIDS.

ANALYSIS

As far as the timing goes, outreach worker Deepak's judgement was good. Because lunch was over and the driver was relaxed.

Deepak also chose to approach the driver who was sitting a little apart from the others. That too was good. This would allow him a little privacy to talk about personal things.

However, certain other aspects of his approach were not so well thought out. Although Deepak introduced himself, he did not give the driver the opportunity to make his own introduction. Deepak did not even ask for his name. Neither did he make any general conversation. Straightaway, he launched into the topic of AIDS.

Also, talk about AIDS either scares people or offends them. It scares them because they associate AIDS with death, with hopelessness. It offends them because they feel targeted.

Suggestions for a more effective approach: Instead of launching directly into the topic of AIDS, Deepak should first involve the truck driver in some general conversation. In the course of the chit-chat, Deepak could introduce himself as a health worker and talk a little bit about his organization - how it helps to prevent many diseases and how it also helps people who have these diseases. In this way, Deepak could gradually lead up to the topic of STDs, talking in general about this disease, without saying or implying that the driver has one of these diseases.

SITUATION TWO

It is evening and the truck drivers at the No Entry Point are busy making preparations to leave. Chotu, aged about 14 years, is busy cleaning his ustaad Rain Singh's truck. Outreach worker Rajesh approaches Chotu, introduces himself as a health worker working with ABC organization. He tells Chotu that he would like to give him some information. Chotu ignores him. Rajesh continues talking. He tells Chotu that the information is very important for people like him as they suffer from STDs and therefore Chotu must listen to the information.

ANALYSIS

Outreach worker Rajesh introduced himself as a health worker. He also gave the name of his organization. So far so good.

But his timing was not appropriate as Chotu, like all other drivers and helpers at the No Entry Point, was getting ready to leave.

Rajesh did not make any attempt to involve Chotu in a conversation. He did not care to find out some basic things like his name or where he was from or what his next destination was.

Also, the outreach worker's attitude as revealed through his words was judgemental. Just because he was a helper, the outreach worker pre-judged that Chotu visited commercial sex workers and hence was vulnerable to STDs. But Rajesh could be entirely wrong. Given his young age, Chotu could be uninitiated in sexual matters. It is also possible that Chotu may not even have heard the term "STDs".

Because of these reasons we can say that the outreach worker's approach was ineffective and even damaging. It is very possible that Chotu will remember this encounter as a rather unpleasant one and will try to avoid the outreach worker the next time he sees him.

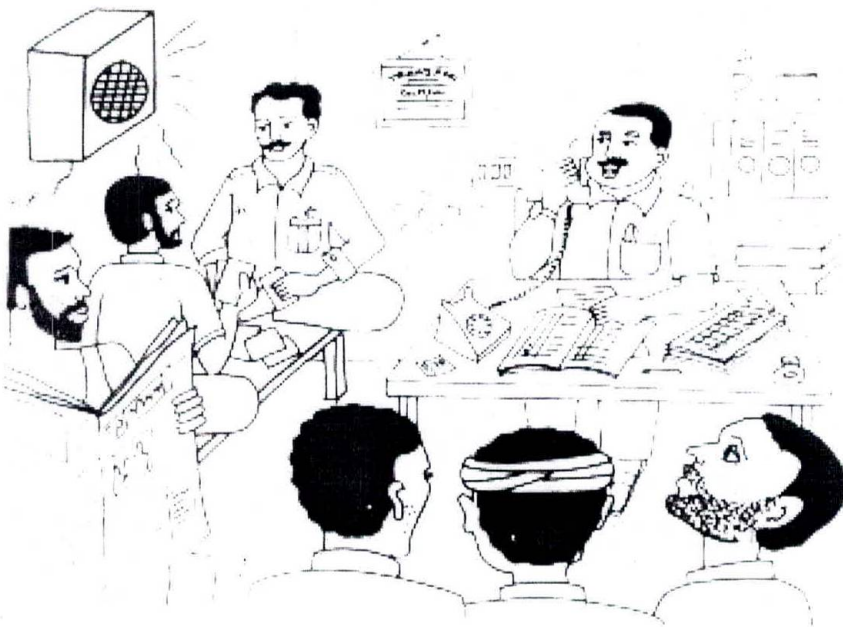
What could Rajesh have done to make his approach effective?

It is important that we accept the limitations of the situations we work in. Rajesh, for example, should have accepted that there was too little time and that the helper was busy. And thus, it was not the right time for information-giving.

However, Rajesh could have used the five-minute opportunity to have a pleasant interaction with Chotu -- one in which they both got to know each other a little bit. This way Chotu would have formed a positive impression about the outreach worker. And the next time he saw the outreach worker, Chotu would be willing to talk to him.

SITUATION THREE

A group of truck drivers are waiting in a transport company office. They are passing their time playing cards, waiting for the phone to ring and their truck number to be called out. Outreach worker Anand approaches one of the truck drivers. He asks him whether his name is Srinivas. The truck driver indicates that it is. The outreach worker then tells him, "I have heard that you have an STD problem." Srinivas does not know how to react to these words which have been heard by the other truck drivers as well. The outreach worker hands over a piece of paper to Srinivas with the name and address of a doctor written on it. He tells Srinivas to go to the doctor as soon as possible. Srinivas does not wait for the outreach worker to finish. He gets up and leaves the room in a hurry.



ANALYSIS

We can see that outreach worker's Anand intentions were good. He wanted to find truck driver Srinivas as soon as possible in order to give him information regarding treatment. The timing of the approach was also appropriate since the truck drivers were not busy.

Anand did not introduce himself or his organization. He did not confirm from Srinivas whether he really had an STD or not. However, what was most damaging about the outreach worker's approach was that he talked to Srinivas about his illness right in front of the other drivers. By doing this he violated Srinivas's privacy and caused him a lot of embarrassment.

Having put the truck driver in such an embarrassing position, it is very likely that Srinivas will not want to interact with Anand again. Thus the outreach worker will not get the opportunity to motivate Srinivas to seek treatment.

What could the outreach worker have done in order to give Srinivas the information that he needed while at the same time ensuring that his privacy was maintained?

Anand could have called Srinivas aside and talked to him quietly. But this too may not be the ideal approach as the other drivers would wonder why Srinivas was being singled out.

Another option -- without drawing attention to Srinivas or his problem, Anand could have conducted a group discussion on STDs with all the drivers. And at the end of the discussion, made a general announcement that he would wait for some time in the nearby tea shop should any of the drivers want to talk some more. This way, Srinivas would have got the information he needed about treatment and his privacy would also have been maintained.

SITUATION FOUR

Outreach worker Ramesh works at a halt point. One day while going home, he sees three women waiting on the highway. Soon, a truck stops and one of them gets into the truck.

The next day Ramesh makes a few enquiries at the dhaba and the paan shop and learns that the women are commercial sex workers.

Two days later Ramesh sees the women once again. This time, he goes up to them and tells them, "I am Ramesh. Do you do business? You all are very young. If you don't take care, you will get AIDS and you will pass it on to many people." Two of the women walk away. Ramesh tells the third one, "If you want any information, you can come and see me." He hands over a small card with the name of his organization printed on it.

ANALYSIS

It was good that Ramesh made some enquiries and that he did not make any hasty judgements as to who the women were and what they were doing on the highway. However, it would have been better if Ramesh had observed the women for a few days before approaching them to be doubly sure about their identity.

Ramesh's approach revealed his lack of sensitivity towards this group. After introducing himself, he immediately made a direct reference to their work and that too in a rather crude way. His words also indicated his "targeting" attitude towards commercial sex workers as a group. The outcome of Ramesh's approach was that the two women walked away -- a clear indication that they were not interested in anything that he had to say.

So even though at the end of the interaction, Ramesh gave the third woman his card (which is a good strategy for follow-up), it was too late.

What could outreach worker Ramesh have done to enhance his approach? Ramesh could have used the first interaction to simply introduce himself. He could have emphasized the point that he was a health worker and that he was concerned about people's health. Establishing his identity as a health worker in this way would have assured the women that he was not judgemental about the nature of their work. Ramesh could also have let the women know that he was available if they needed to talk to him about any issue related to their health.

After all the four enactments have been performed and discussed, sum up the exercise using Poster 5.

Poster 5

Factors Influencing Approach

The person
Who is the person being approached?
Truck driver
Helper
Commercial sex worker
Community members

What is the age of the person being approached?
A senior truck driver
A young helper

The place
Where is the approach taking place?
Halt point
Transport company office
Brothel

The timing
Is the approach taking place at an appropriate time?
Avoid approaching truck drivers when they are eating or ready to leave

Factors to be kept in mind when making the approach

- Introduce oneself properly
- Give the person the opportunity to introduce himself
- Start with familiar topics or with topics of interest
- Be friendly, be sensitive to feelings, show concern

DAY 3

Session 2

EXERCISE 1

Methodology

Small group work
Case analysis

Materials

Case-sheet 8
Handout: *Effective approach*



1 hour 30 minutes

Objective

To practically understand the different ways to approach our groups, based on their needs and the environment we work in

ACTIVITY

Divide the participants into three groups. Give each group a copy of Case-sheet 8.

Assign one situation from the case-sheet to each group. Give the groups ten minutes to study the situation and to come up with their responses regarding how to handle their particular situation. Ask each group to select one participant to present their situation as well as their responses.

Ask the first group to make their presentation. Then ask the large group to respond to the presentation.

Follow the same procedure for all the groups.

A detailed analysis of each situation is presented below. You can use the points made in the analysis to guide the large group discussion.

SITUATION ONE

Outreach worker Srikant has put up a mobile exhibition on STDs and is explaining the posters one by one to a group of truck drivers. He notices a young boy of around 15 years, standing nearby. He is listening very intently to what Srikant is saying. However, he seems reluctant to come any closer.

What should Srikant do?

ANALYSIS

Let's first talk about what outreach worker Srikant should not do. Just in case the youth is a helper, Srikant should not ask him to join the group of truck drivers. Given the fact that most helpers are afraid of their ustaads, it is likely that the youth will run away, if Srikant calls out to him and asks him to join the truck drivers. The truck drivers also may not like to have the helper join them. They may not be comfortable talking about STDs and issues related to sexuality in the presence of a helper.

So what should the outreach worker do?

Srikant should finish explaining the posters to the drivers. He could then go over to the youth, introduce himself as a health worker from XYZ organization and spend a little time with him in general chit-chat. This way Srikant would be able to find out whether the youth is a helper or not.

It is important for Srikant to find out who the youth is. This information will help him to proceed further.

If the youth is a helper, Srikant could find out whether he can leave the truck. If so, Srikant could tell him a little bit about the exhibition -- that it is about a serious health issue and that it shows how to recognize, prevent and treat STDs. Srikant could also make the point that it is useful for everybody to have such information. Finally, he could invite the helper to see the exhibition.

If the helper cannot leave the truck at that time, Srikant could tell him to come and see the exhibition later on. However, Srikant should use this opportunity to tell the helper a little bit about the exhibition and in this indirect manner communicate some key messages regarding STDs.

SITUATION TWO

A senior Sardar approaches outreach worker Mohan and tells him. "I have heard a lot about you from the other drivers. I am also interested in knowing more about your work..."

How should Mohan proceed?

ANALYSIS

Mohan should greet the senior Sardar respectfully, introduce himself as a health worker and through some general chit-chat find out a little more about him. This way Mohan will come to know who the Sardar is - a shop keeper, a dhaba owner, a truck driver, or someone else. Mohan should not jump to the conclusion that he is a truck driver, just because he is a Sardar.

Also, Mohan should not ask the Sardar questions such as, "Do you have STDs, is that why you want to know about my work?" Mohan should talk in general about his work in STD prevention and treatment. This way Mohan would be able to give relevant information to the Sardar without making him feel targeted or singled out.

But what if the Sardar were a dhaba owner or a shopkeeper? Mohan could give him some information about his work. Then, depending on how interested the Sardar was, Mohan could persuade the Sardar to become a peer educator. Mohan would have to do this over several interactions with the Sardar.



SITUATION THREE

As soon as the transport company manager sees outreach worker Iqbal, he grabs hold of the outreach worker and takes him to a group of truck drivers who are watching a cricket match on TV. As the manager switches off the TV, there are loud protests from the drivers. Ignoring the protests, the manager tells them, "This is Iqbalbhai, listen carefully to what he has to say." After making the manager walks away.

How should Iqbal proceed?

ANALYSIS

Iqbal could begin by assuring the drivers that he does not want to disturb their TV viewing, but since the manager wants him to talk to them, he would do so in just two minutes, after which they could go back to the cricket game.

In the two-minute "presentation", Iqbal should introduce himself as a health worker, working with XYZ organization; point out that his work pertains to certain diseases; indicate that he is available in the tea stall for the next half hour should any of the drivers want to talk to him

Iqbal should keep his presentation short and limited to the time-frame that he has set for himself. That is why he should not get into details regarding the diseases.

Another thing which Iqbal could do --with the drivers' permission, he could watch the match and have a cricket-related conversation with them. This would help him in getting to know the group. It would also give the group an opportunity to get to know him. Taking part in this kind of informal interaction would indicate to the group that he is interested in them as people and not just as drivers with problems related to sexual diseases.

Sum up the exercise by reviewing the main points which have emerged in the presentations and large group discussions on the different ways of approaching our groups. Use additional points from the handout entitled *Effective Approach*.

Distribute this handout and request the participants to read it carefully before the final session of the day.

DAY 3

Session 2

EXERCISE 2

Methodology

Large group interaction
Script analysis

Materials

Scripts 1 and 2

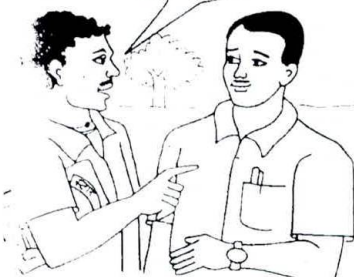


1 hour

I also like
comedy films.
Have you seen
Shahrukh Khan
in Duplicate?



So you are
the AIDSwalla?



Objective

To Illustrate ways of starting the process of communicating about STDs with our groups

ACTIVITY

Part A

Distribute copies of Script 1 to the participants. Ask them to read it carefully and write down the answers to questions given at the end of the script. Give ten minutes for individual work.

Then take up each question for discussion with the large group.

A detailed analysis of the script is presented below. You can use the points made in the analysis to guide the large group discussion.

ANALYSIS OF SCRIPT ONE

Since he saw truck driver Dharmendra reading a film magazine, outreach worker Manish used the topic of films as a way to approach the truck driver. This turned out to be a good strategy as both of them liked Hindi movies and soon they were talking about their favourite films and film stars. So, thanks to his observation skills, and his strategy of talking about a common area of interest, the outreach worker was able to make an effective approach.

Throughout the interaction, the outreach worker seemed to be in control of the situation. Even when Dharmendra called him an *AIDSwalla* he did not get upset or offended. In fact, he used this comment to introduce the topic of STDs. In this way, the progression from general chit-chat to information-giving on STDs took place smoothly.

Another skill that the outreach worker used effectively was his tactfulness. When the truck driver insisted that only "those who go out" needed information on STDs and AIDS, the outreach worker did not directly tell him that he was wrong. Keeping his remarks at a general level, the outreach worker gave reasons why everybody should have information on STDs. In this way, he "corrected" the truck driver's misconception without offending him or making him feel foolish.

Part B

Distribute copies of Script 2 to the participants. Ask them to read it carefully and write down the answers to questions given at the end of the script. Give ten minutes for individual work.

Then take up each question for discussion with the large group.

A detailed analysis of the script is presented below. You can use the points made in the analysis to guide the large group discussion.

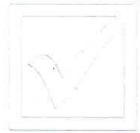
ANALYSIS OF SCRIPT TWO

Outreach worker Anjali's approach was very effective. She not only introduced herself but also indicated her standing in the community. She did this by simply telling the youth that everyone called her *Anjali didi*. Though simple, this was very effective strategy as it immediately put the youth at ease. Anjali then provided more information about her work and her organization so that her identity would become even more clear.



The outreach worker also used the youth's interest in the poster to introduce the topic of STDs. This way the progression from general conversation to information-giving on STDs took place smoothly.

After both the scripts are discussed, sum up the exercise with the help of the following points.



Since we know that we have very little time with our groups, we are always under pressure to cut short the general chit-chat and start the process of information-giving. **We need to take care about the way we make this transition.** We cannot suddenly stop the general chit-chat and launch into information-giving. This would send a clear signal to our groups that our only agenda was information-giving and that the interest that we had shown in the initial part of the interaction was not genuine and sincere.

The challenge therefore is **to find ways to link the two in such a way that our information-giving flows from the general conversation** we have had with our groups thus far.

How do we do this? A comment made or a question asked by our groups could provide us with an opening, a way to link the two. This is exactly what Manish did in Script 1. When the truck driver called him *AIDSwalla* he used this comment as a way to enter into the subject of STDs.

The activity our group is involved in can also be used to make the transition from general chit-chat to information-giving. The youth in Script 2 was looking at a poster on STDs when outreach worker Anjali approached him. She therefore brought the topic of the youth reading the poster into her conversation and in this way found a smooth entry point into the subject of STDs.

Being observant and attentive, listening not only to the words but also to the body language of our groups -- these aspects of communication can help us to make the link between general chit-chat and information-giving.

The next session addresses two of these aspects of communication -- observation and listening -- and explores how we can enhance our skills in these areas.

Objective

To illustrate the role of observation in providing valuable information about our groups and about our interaction with them

DAY 3

Session 1

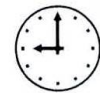
EXERCISE 1

Methodology

Game

Materials

Poster 6



30 minutes

ACTIVITY

Call for three volunteers. Request Volunteers B and C to leave the room. Take Volunteer A aside and give her Poster 6 which shows a picture of a train compartment. Tell her to study the picture carefully and to get ready to describe it to the large group.

After a minute or so, ask Volunteer A to hand over the poster to you.

Start the game. As Volunteer A describes the picture to the large group, help her to recall more details by asking her questions such as -- Was there anything on the upper berth? Was there a child in the picture?

You can even ask one or two misleading questions such as -- Where was the dog sleeping? (*This is a misleading question because there is no dog in the picture at all!*)

After Volunteer A has finished describing the picture, call in Volunteer B. Follow the same procedure -- that is, show him the poster, tell him to observe it carefully and then let him describe it to the large group.

Next, call in Volunteer C and follow the same procedure.

Now show the poster to the large group and ask them the following question.

- * Were you able to visualize the scene shown in the poster, from the descriptions provided by the volunteers? Give reasons for your answer.

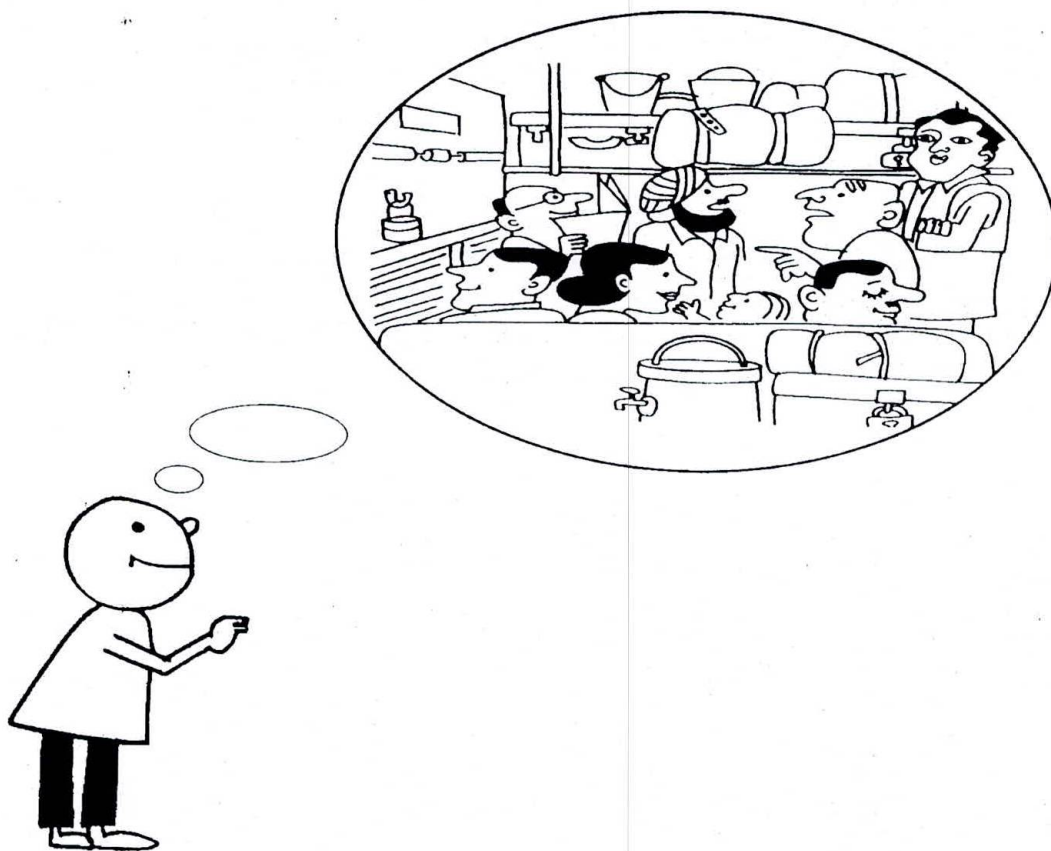
Sum up the exercise with the help of the following points.

Although all three volunteers saw the same picture, each described it slightly differently. This was because each observed it differently. This clearly shows that observation influences communication.

Observation can help us in our work. It can tell us something about the person or the group we are interacting with. For example, our observation of the body language of a truck driver tells us something about his feelings. We also learn about a person's interests through observing his immediate surroundings. A truck driver who is very fond of Hindi films may have posters of film stars prominently displayed in his truck. This interest could also be revealed by the kind of music that he listens to.

Our observation of group dynamics helps us to understand and handle situations in the field. For example, during a group discussion we may observe that although the group members are looking at the flip chart and nodding, their faces do not show any signs of genuine interest. This observation provides us with valuable information -- it tells us that something is wrong. Once we know this, we can take necessary action.

Thus, observation provides us with valuable information about our groups and about our interaction with our groups. Such information can help us in enhancing our communication with them.



Objective

To illustrate the need to verify the information we get from our observation

DAY 3

Session 3

EXERCISE 2

Methodology

Poster presentation
Large group interaction

Materials

Posters 7A, 7B and C



45 minutes

ACTIVITY

Part A

Display Posters 7A, 7B, 7C.

Write out the following question on the blackboard.

* Who is/are the person/s depicted in each poster?

Tell the large group that they have to answer this question for each of the posters and that you will give them the correct answer after they have given their responses.

Direct their attention to the first poster (7A).

It will not be difficult for the group to identify the person depicted as a truck driver.

Proceed to the second poster (7B).

The group will immediately point out that the persons depicted in the second poster are truck drivers.

Then take up the third poster (7C). Once again, ask the group the same question -- who are the persons depicted in the poster?

It is quite possible that some participants may identify the woman depicted in the poster as a commercial sex worker. If so, ask them what made them give this answer.

Finally, tell the group that the woman depicted in the poster is the wife of a dhaba owner.

Sum up this part of the exercise with the help of the following points.



The first two posters dealt with our groups. Both depicted truck drivers. In the third poster also, one of the persons depicted looked like a helper, a member of another group that we interact with. The situation also looked familiar-- a woman in a highway environment talking to a helper. From all these

observations, we drew the conclusion (wrongly, of course) that the woman must be a member of the third group that we work with -- that is, she must be a commercial sex worker.

This part of the exercise has therefore shown us that **although observation is an important source of information, we must not jump to conclusions. Instead, we must verify the information.** For example, if we were to meet a woman in the same situation as depicted in the poster, we should verify her identity by asking a few general questions. It is only after we are certain about who she is, that we should proceed further in our interaction.

Part B

Remove Poster 7C from the display. Retain the other two posters. Now, write out the following questions on the blackboard and invite responses from the large group.

- * What do the posters tell us about the person/s depicted?
How can we use this information in our work?

After the large group has responded to the questions, sum up this part of the exercise with the following points.



Poster 7A indicates that the truck driver could be fond of Hindi films. Also, the pictures of children displayed on his windshield could well indicate that he is a proud father. We could use this information to initiate a conversation about the heroine's latest movie. We could also ask who the children in the pictures are -- what their names are and how old they are...

Poster 7B clearly shows that one of the truck drivers likes to read; perhaps he is interested in politics or in keeping himself up to date with what is happening in the world. Our initial conversation could touch upon these topics.

Observation can help us in our approach.

It can help us identify topics which are of interest to our groups. Including these topics in our introductory conversation

- **helps to take the conversation further** -- if we observe a truck driver reading a newspaper, we can involve him in discussing the headlines, for instance.
- **helps to make the interaction easier** -- if, like the truck driver, we too are fond of Hindi films, then a common link gets established which facilitates our interaction.
- **sends a clear message that we are interested in the truck driver or helper or commercial sex worker as a person** and that is why we are discussing their likes and dislikes, their opinions, and soon.

Observation can also help us in our work of information-giving and motivation.

For example, our observation of the child's picture (in Poster 7A) indicates that the truck driver could be a family man. After verifying this information, we could "use" it as a strategy for motivation. We could emphasize the critical need for prevention and treatment of STDs so as to safeguard his own health and ensure the well-being of his family.

Objectives

To demonstrate the significance of listening in the process of communication

To understand the special significance of listening in our work

DAY 3

Session 3

EXERCISE 3

Methodology

Game

Materials



45 minutes

ACTIVITY

Invite two volunteers to play the game.

Take them aside and jointly give them the following instructions:
Volunteer A has to make a statement expressing an opinion (for example, "I like watching Hindi films which have lots of action").

Volunteer B has to respond by making a statement of her own. But first, she has to repeat what Volunteer A has said. For instance, a conversation could start in this way:

- A: I like watching films which have lots of action.*
B: A likes watching action films. But I prefer to watch comedies.

Volunteer A then has to respond with another statement, after first repeating B's statement. The conversation could continue in this way:

- A: B likes to watch comedies. But I think that Hindi comedies are not funny at all.*
B: A does not find Hindi comedies funny. But I think that Kishore Kumar's comedy films were really funny.

Start the game. Allow the conversation to continue for a few minutes.

It is likely that, once they get involved in the conversation, the volunteers will get so caught up in expressing their own point of view, that they will forget to repeat the other's point of view --thus showing that they were not really listening.

At the end of the game, ask the large group to respond to the following questions.

- * Did the volunteers follow the rules of the game?
- * Why do you think they found it difficult to follow the rules?
- * Does this activity have any relevance to our work?

Sum up the activity with the help of the following points.



As this game has demonstrated, we are more interested in talking than in listening. We are quick to interrupt. We do this for many reasons. It may be that we disagree with what is being said. Or it may be that we are too eager to express our own opinions. Or, we may think we know what the person is saying and that is why we do not give her a chance to complete what she is saying.

While **listening** plays an important role in any communication, it **has special significance in our communication with our groups.**

When we listen to a person or group we are interacting with, when we really pay attention to their words as well as to their body language, we come to know many important things about them. We get a deeper understanding of their sexual practices -- why they practise certain behaviours and what their doubts and concerns are. This understanding can help us to decide exactly what information they need and how to motivate them.

When our groups realize that we want to understand what they are saying and not just present our point of view, they in turn learn an important thing about us. They realize that we are genuinely interested in them and that we are concerned about their health. It is this realization that makes them open up and talk about personal issues including their sexual behaviour. It is this realization that paves the way for effective communication between our groups and us.



Objective

To have an opportunity to put into practice some of the skills and learnings highlighted during the day.

DAY 3

Session 4

EXERCISE 1

Methodology

Role-play

Materials

Practice sheet 2

Practice checklist 2



1 hour 45 minutes

ACTIVITY

In this practice session participants are involved in performing four role-plays.

The procedure to be followed for each role-play is outlined below.

1. Call the required number of volunteers to act in the role-play. Guidelines on the number of actors in each role-play as well as on how to instruct them about their roles are outlined in the box at the end of this exercise.
2. Instruct the actors regarding their roles. These instructions (for each role-play) are outlined in Practice sheet 2. You could tear out the instructions from this sheet and hand them over to the actors.
3. Explain to the actors that while performing their roles they should keep in mind the points discussed and learnt during the course of the day. These included:
 - * Approach as a critical first step; ways for effective approach
 - * The role of observation in facilitating our approach and our work of information-giving and motivation
 - * The role of listening in enhancing our communication with our groups.
4. Distribute copies of Practice checklist 2 to the large group, that is, to everyone who is not enacting that particular role-play. Instruct the large group to go through the checklist before the role-play begins, observe the role-play carefully and note down their comments at the end of the role-play.
5. Begin the role-play.
6. After the performance, involve the large group in analyzing the role-play. Use the checklist as a guideline. Read out each point from the checklist and ask for responses from the large group.

7. Encourage the actors to respond to the observations made by the group and to share what they felt while performing the role-play.
8. Ask the actor who performed outreach worker's role to share the way in which she used the day's learnings while enacting the role-play.
9. Appreciate the efforts of the actors as well as the observers before proceeding to the next role-play.

Situation No.	Number of actors	Instructions regarding roles
1	1 truck driver + 1 outreach worker	To be given separately to each volunteer.
2	5 truck drivers + 1 outreach worker	Separate instructions for outreach worker; instructions together for group of truck drivers.
3	1 cleaner + 1 outreach worker	To be given separately to each volunteer.
4	4 truck drivers + 1 truck driver + 1 outreach worker	Separate instructions for outreach worker; instructions together for group of truck drivers; separate instructions for truck driver.



Objective

To sum up the main learning points of Day Three of the workshop

DAY 3**Session 4****EXERCISE 2****Methodology**

OHP presentation

Materials

OHP sheet 6

ACTIVITY

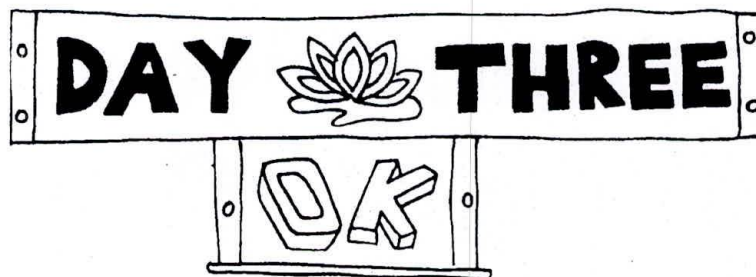
Project OHP sheet 6.

Invite a volunteer from the large group to read out the first learning point projected on the screen. Ask her to talk briefly about the activity that focused on that point.

Similarly, invite other volunteers to talk about the other learning points.



15 minutes



Resource Materials

Situation One

Priya wants to make a new ration card. At the rationing office, she goes to the rationing clerk, introduces herself and makes enquiries regarding the formalities involved in making a new ration card.

Situation Two

Sirish attends a party where he does not know anybody. He goes up to the person standing near the window, introduces himself and initiates a conversation.

Situation Three

Silu is a salesgirl who sells cosmetics, door to door. She introduces herself to the lady who opens the door and takes out a box of cosmetics to show her.

DAY 3

Session 1

EXERCISE 2

Case-sheet 7

Situation One

It is 2.00 p.m. and a busy time at the dhaba. Many drivers and helpers are having lunch. Some of the drivers who have finished their meal are resting under a mango tree which is just outside the dhaba. Outreach worker Deepak, sees a truck driver sitting a little distance away from the others, reading a newspaper. He approaches him, tells him that he is a health worker from XYZ organization and that he would like to give the driver some information so that he can prevent himself from getting AIDS.

Situation Two

It is evening and the truck drivers at the No Entry Point are busy making preparations to leave. Chotu, aged about 14 years, is busy cleaning his ustaad Ram Singh's truck. Outreach worker Rajesh approaches Chotu, introduces himself as a health worker working with ABC organization. He tells Chotu that he would like to give him some information. Chotu ignores him. Rajesh continues talking. He tells Chotu that the information is very important for people like him as they suffer from STDs and therefore Chotu must listen to the information.

Situation Three

A group of truck drivers are waiting in a transport company office. They are passing their time playing cards, waiting for the phone to ring and their truck number to be called out. Outreach worker Anand approaches one of the truck drivers. He asks him whether his name is Srinivas. The truck driver indicates that it is. The outreach worker then tells him, "I have heard that you have an STD problem." Srinivas does not know how to react to these words which have been heard by the other truck drivers as well. The outreach worker hands over a piece of paper to Srinivas with the name and address of a doctor written on it. He tells Srinivas to go to the doctor as soon as possible. Srinivas does not wait for the outreach worker to finish. He gets up and leaves the room in a hurry.

Situation Four

Outreach worker Ramesh works at a halt point. One day while going home, he sees three women waiting on the highway. Soon, a truck stops and one of them gets into the truck.

The next day Ramesh makes a few enquiries at the dhaba and the paan shop and learns that the women are commercial sex workers.

Two days later Ramesh sees the women once again. This time, he goes up to them and tells them, "I am Ramesh. Do you do business? You all are very young. If you don't take care, you will get AIDS and you will pass it on to many people." Two of the women walk away. Ramesh tells the third one, "If you want any information, you can come and see me." He hands over a small card with the name of his organization printed on it.

DAY 3

Session 1

EXERCISE 2

Checklist 1

	Enactment Number 1	Enactment Number 2	Enactment Number 3	Enactment Number 4
What do you think about the timing of the approach?				
How was the introduction?				
Positive aspects of the approach				
Negative aspects of the approach				
Suggestions to enhance the approach				

Factors influencing Approach

The person

Who is the person being approached?

Truck driver

Helper

Commercial sex worker

Community members

What is the age of the person being approached?

A senior truck driver

A young helper

The place

Where is the approach taking place?

Halt point

Transport company office

Brothel

The timing

Is the approach taking place at an appropriate time?

Avoiding approaching truck drivers when they are eating or ready to leave

Factors to be kept in mind when making the approach

- Introduce oneself properly
- Give the person the opportunity to introduce himself
- Start with familiar topics or with topics of interest
- Be friendly, be sensitive to feelings, show concern

If our approach is effective, that is, if we succeed in establishing a rapport with our groups, we will be able to take them to the next stage of information-giving and motivation.

Interpersonal Dynamics

A helper may be reluctant to talk in front of his ustaad, as would truck drivers in front of a transport company manager. We need to be aware of such interpersonal dynamics and make our approach accordingly.

The Place

The place where our interaction takes place will determine how we approach our group. A halt point, for example, gives us the opportunity to approach truck drivers on a one-to-one basis. A transport company office, on the other hand, is a good place for a group interaction since there are usually groups of drivers waiting there.

One-on-one interaction provides more scope for familiarizing ourselves with a person as we can concentrate totally on him. This type of interaction also allows the person to talk more openly.

Group interaction on the other hand allows us to interact with more people at one time. Such interactions are suitable for giving general information.

The Timing

When should we make our approach? Timing is a critical factor. Approaching a truck driver just as he is about to enter a dhaba for his meal is not a good strategy. In fact, it is quite insensitive to do so. Similarly, visiting a brothel early in the morning, when the commercial sex workers are likely to be resting, is not appropriate.

Our approach will also be determined by how much time the person has. For example, we will not spend much time in general chit-chat with a truck driver who has to leave the halt point in the next half hour. This would however, not be the case with a truck driver who has finished his work for the day and has time to spare.

Although the approach is the first step, it is a critical one. It determines whether or not we will be able to proceed further in our interaction. If our approach is effective, that is, if we succeed in establishing a rapport with our groups, we will be able to take them to the next stage of information-giving and motivation.

DAY 3

Session 2

EXERCISE 2

Scripts 1 & 2

Script One

At a transport company office, outreach worker Manish sees a new truck driver who is reading a film magazine. Manish approaches him...

Manish

Namaste --

The truck driver looks up from his magazine and returns the greeting.

Manish

I am Manish --

Truck driver

You don't look like a driver -- who are you?

Manish

I am a health worker -- I come to this office often -- so you like films?

Truck driver

You can say that -- they are good time pass -- take the mind away from problems... especially if they are comedy films.

Manish

I also like comedy films -- have you seen Shahrukh Khan in Duplicate?

Truck driver (enthusiastically)

Have you seen Salman Khan in Biwi Number 1?

You come here, sit down -- my name is Dharmendra.

Manish takes a seat on the bench next to the truck driver. Another truck driver who is passing by greets him, Manish returns the greeting.

Dharmendra

Looks like you are known around here. What exactly do you do?

Manish

I am a health worker working with XYZ organization.

Dharmendra

So you give medicines. That's good.

Manish

Well, not exactly. Though we do keep some basic medicines for first aid. Mostly, my work is giving education to people on health topics such as STDs and AIDS.

Dharmendra

So you are *AIDSwalla*. Say that!

Manish

In a way I am. Because I do give information about AIDS. But I also give information on STDs because STDs can be easily prevented and cured.

Dharmendra

Well, some people do need all this information.

Manish (*gently*)

Actually all of us need to have this information. So we can protect ourselves and others also.

Dharmendra

How can you say that? Such things don't happen to good people. It is those who go out that need all this *protectionwalla* information.

Manish

There are some people who do go out as you say and they have unprotected sex... that is sex without using condom. Some people have more than one partner... they do run a greater risk of getting STDs --

Dharmendara

See, I told you --

Manish (*persists*)

But if all of us have basic information we can give it to others so they do not take such risks and put their health in danger. They can, without knowing it, put their partner's health in danger also.

Dharmendra

How is that?

Manish

I will tell you -- but first can you just give me an indication -- do you know anything about STDs?

Dharmendra

One of my friends had this problem. Seems it was very painful.

Manish

It can be in the later stages. But a person can get completely cured if he or she takes complete treatment from a qualified doctor...

Manish continues with information-giving...

Questions for Script One

1. How did the outreach worker approach truck driver Dharmendra? Would you call it an effective approach? Why?
2. How did he make the point that everyone needs information about STDs?
3. How did the outreach worker lead the conversation to the subject of STDs? Was it done effectively?

Script Two

At a halt point, outreach worker Anjali notices a 17-18 year old youth looking at a poster on STDs stuck outside a garage. She approaches the youth...

Anjali

Namaste --

Although the youth returns the greeting, he looks uneasy and keeps reading the poster.

Anjali

You look new here. My name is Anjali. Every one here calls me Anjali didi. You work here?

Youth

I work on that truck. I am the cleaner. I have come to this site twice or thrice. But I have not seen you before.

Anjali

Well, I work on two-three sites, that's why you may not have seen me when you came here before -- what is your name?

Youth

I am Hari. I am from Bihar.

Anjali

This poster that you are reading has been put up by my organization.

Youth

Your organization makes posters?

Anjali

No, our work is to give people information about their health. Since we are situated on the highway, we talk to all the people using the highway about health topics such as STDs and AIDS...

Youth *(a little nervous)*

Can I go now, my ustaad will come.

Anjali

Where is your ustaad? Is he resting?

Youth

He is sleeping. We have to leave in one hour.

Anjali

So you also want to rest?

Youth

No, no -* about these STDs... I have seen posters in many places... I have read that they are very dangerous diseases.

Anjali

Well, what this poster is saying is that STDs can be prevented..., that all of us must protect ourselves by getting information.

Youth (*surprised*)

Just by getting information we can protect ourselves --

Anjali

If you have some time, I will explain all this to you...

Anjali continues with information-giving...

Questions for Script Two

1. How did the outreach worker approach the cleaner? Would you call it an effective approach? Why?
2. How did she bring up the topic of STDs? Was it done effectively?

DAY 3

Session 3

EXERCISE 1

Poster 6



DAY **3**

Session 3

EXERCISE 2

Poster 7A



DAY 3

Session 3

EXERCISE 2

Poster 7B



DAY **3**

Session 3

EXERCISE 2

Poster 7C



DAY 3

Session 4

EXERCISE 1

Practice sheet 2

Practice situation One

Outreach worker

At the halt point, the outreach worker sees a truck driver looking extremely worried. He has not met this driver before. The outreach worker sees the truck being repaired. He wants to approach the truck driver.

You have to play the role of the outreach worker.

Truck driver

Kashmir Singh looks very harassed as he talks to the mechanic who is repairing his truck. He has spent the entire day trying to get the truck repaired. He asks the mechanic how much time it will take and explains that he is late for delivery. His expressions clearly indicate that he is very worried.

You have to play the role of the truck driver.

Practice situation Two

Outreach worker

At a transshipment site, Chanda, an outreach worker, sees a new group of truck drivers having a lively chit-chat session. She realizes that it is not going to be easy to approach them and talk to them about her work. But she still wants to give it a try.

You have to play the role of the outreach worker.

Group of five truck drivers

They are chatting after lunch, at a transshipment site. They see a woman approaching them. They have heard about her and decide to have some "time pass" at her expense. So when she approaches them, they try to provoke her - one of them calls her "AIDSwalli"; another makes some sort of sexual remark. They are not at all interested in what she has to say and nudge each other and exchange knowing looks as she tries to explain what she is doing at the site and why.

Five participants have to play the role of the five truck drivers.

Practice situation Three**Outreach worker**

At a halt point, an outreach worker sees a cleaner sitting near his truck. Since the driver is not to be seen, the outreach worker decides to approach the cleaner.

You have to play the role of the outreach worker.

Cleaner

At a halt point, Munna is sitting near his truck. He is a bit relaxed as he knows that the driver is at the dhaba. However, he also knows that the driver can return any time and therefore when an outreach worker whom Munna has seen before approaches him, he is hesitant to talk. He tells the outreach worker that his ustaad has a very bad temper and that he is scared of him.

You have to play the role of the cleaner.

Practice situation Four

Outreach worker

In the transport company office, an outreach worker is talking to a group of truck drivers with whom he is quite familiar. There is a lot of noise and the truck drivers are walking in and out of the office. A new truck driver approaches the group. He seems interested in what the outreach worker is saying. At the end of the talk, he seems slightly worried, and looks hesitantly at the outreach worker.

You have to play the role of the outreach worker.

Truck driver

Truck driver Faizal enters the transport company office. He recognizes the outreach worker who is talking to some of his friends. He approaches the group and listens for some time to what is being said. He willingly participates in the discussion. Before leaving he asks whether the outreach worker knows of a good doctor. He tells the outreach worker that his daughter has been falling ill every now and then and that he is very worried.

You have to play the role of the truck driver.

Group of four truck drivers

In the transport company office, an outreach worker is talking to a group of truck drivers with whom he is quite familiar. There is a lot of noise and the truck drivers are walking in and out of the office.

Four participants have to play the role of the four truck drivers.

Checklist for Practice situation One

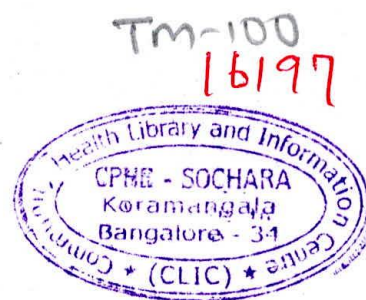
1. Was the timing appropriate for the outreach worker to approach Kashmir Singh?	
2. Was the outreach worker able to observe that the truck driver was harassed?	
3. Was the outreach worker able to convey his concern to Kashmir Singh about the problem?	
4. Did the outreach worker introduce himself properly and encourage Kashmir Singh to do the same?	
5. Did the truck driver show interest in what the outreach worker was saying?	
6. Did the outreach worker indicate his availability for any future contact?	

Checklist for Practice situation Two

1. Do you think the timing was correct to approach this group of truck drivers?		
2. Did the outreach worker introduce herself and facilitate the same from the group?		
3. Did the outreach worker observe the group's reactions when they saw her?		
4. Was she discouraged by the non-verbal expressions or by the questions and comments of the truck drivers?		
5. Did the outreach worker respond to the remarks passed by the group?		
6. Did the outreach worker attempt to initiate general conversation?		
7. Did she manage to use an opportunity in the general conversation to suitably introduce the topic of STDs?		
8. Was the outreach worker listening to the group?		
9. Was the group listening to the outreach worker?		
10. Did the outreach worker introduce the topic appropriately?		
11. Did Chanda's approach put a stop to the comments being passed by the group?		

Checklist for Practice situation Three

1. Was it a good time to approach Munna?	
2. Did the outreach worker introduce himself and facilitate the same from Munna?	
3. Did the outreach worker convey his concern for Munna's health?	
4. Did the outreach worker initiate the conversation with a familiar topic?	
5. Did Munna's verbal or non-verbal expressions indicate that he was scared of the ustaad?	
6. Did the outreach worker observe Munna's non-verbal expressions?	
7. Did the outreach worker listen to Munna's fears by encouraging him to share them?	
8. Was the outreach worker sensitive to Munna's feelings?	
9. Did he put Munna at ease?	
10. Did the outreach worker indicate his availability for any future contact?	
11. Did the outreach worker attempt to involve one of the peer educators (a dhaba owner) to build rapport with Munna?	

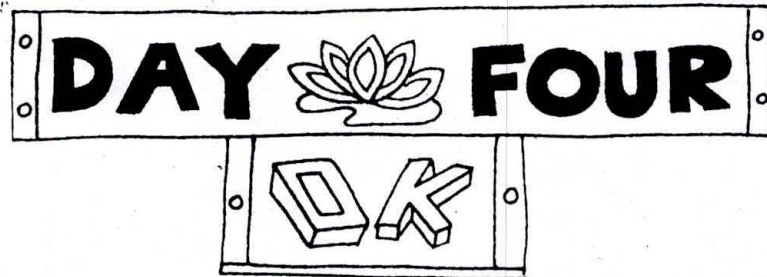


Checklist for Practice situation Four

1. Did the outreach worker observe Faizal's interest in the conversation?		
2. Was the outreach worker listening to Faizal?		
3. Did this facilitate him in identifying an opening to initiate the information-giving session on STDs?		
4. Was the outreach worker able to respond to Faizal's concerns?		
5. Did the outreach worker indicate his availability for any future contact?		
6. Was the outreach worker able to use the opportunity to make Faizal interested in his work? Or help in establishing a common link?		

Day Three: Sum Up

- The first step of approach is critical in our work. We cannot perform our main task of information-giving unless we have established a good rapport with our groups.
- For an effective approach, we need to ensure that:
 - the timing is right
 - the groups are relaxed and willing to talk and listen to us
 - we introduce ourselves properly and communicate our concern about our groups' health
 - we first make some general conversation to find out more about our groups and build a friendly relationship with them
 - we respect our groups' feelings and privacy
 - no one feels singled out or targeted
 - the information is appropriate to the needs of our groups.
- We need to enhance our skills of observation and listening in order to make an effective approach.
- Observation can help us to initiate a dialogue with a person or group, establish a common link and give us clues on how to proceed in that situation.
- We can understand our groups' behaviour, attitudes, feelings and difficulties only by listening to them -- to their words as well as their body language. If our groups believe that we are sympathetic and willing to listen to them, they will be more interested in what we have to say.



Programme

DAY 4

Schedule

Session One 9.00 a.m. - 10.30 a.m.

EXERCISE	OBJECTIVES	METHODOLOGY	MATERIALS
1 (1 hour 30 mins.)	<p>To understand the importance of giving information in the right way</p> <p>To explore ways of selecting and adapting information to make it relevant to different groups.</p>	<p>Large group interaction</p> <p>Case analysis</p>	Case-sheet 9

Session Two 10.45 a.m. - 1.15 a.m.

EXERCISE	OBJECTIVES	METHODOLOGY	MATERIALS
1 (1 hour)	To understand the main points that we should keep in mind while giving information	<p>Role-play</p> <p>Poster-presentation</p>	<p>Case-sheet 10</p> <p>Checklist 2</p> <p>Poster 8</p> <p>Handout: <i>Information-giving</i></p>
2 (1 hour (30 mins.)	<p>To explore the potential of some media material</p> <p>To understand how to use them effectively in our work of information-giving and motivation</p>	<p>Small group work</p> <p>Worksheet</p> <p>Poster presentation</p>	<p>Worksheet: <i>Use of media material</i></p> <p>Brown paper</p> <p>Poster 9A, 9B, 9C and 9D</p> <p>Handout: <i>Use of media material</i></p>

Session Three 2.00 p.m. - 4.00 p.m.

EXERCISE	OBJECTIVES	METHODOLOGY	MATERIALS
1 (45 mins.)	To demonstrate that we attempt to understand and interpret information in the light of our own experience To understand that this is one reason why information gets distorted in the process of communication	Game	-----
2 (30 mins.)	To understand that the same information may be interpreted differently by different people	Game	-----
3 (45 mins.)	To understand the importance of repetition and questioning while giving information	Game	Poster 10

Session Four 4.15 p.m. - 6.15 p.m.

EXERCISE	OBJECTIVES	METHODOLOGY	MATERIALS
1 (1 hour (45 mins.)	To have an opportunity to put into practice some of the skills and learning highlighted during the day	Role-play	Practice sheet 3 Practice checklist 3
2 (15 mins.)	To sum up the main learning points of Day Four of the workshop	OHP presentation	OHP sheet 7

Objective

To understand the importance of giving information in the right way

To explore ways of selecting and adapting information to make it relevant to different groups

DAY 4

Session 1

EXERCISE 1

Methodology

Large group interaction
Case analysis

Materials

Case-sheet 9

ACTIVITY

Part A

Begin the exercise by narrating the following story about Banta Singh to the large group.

In the story, the directions given to Banta Singh are confusing. This is deliberate. So do not try to simplify the directions. Narrate the story exactly as given.

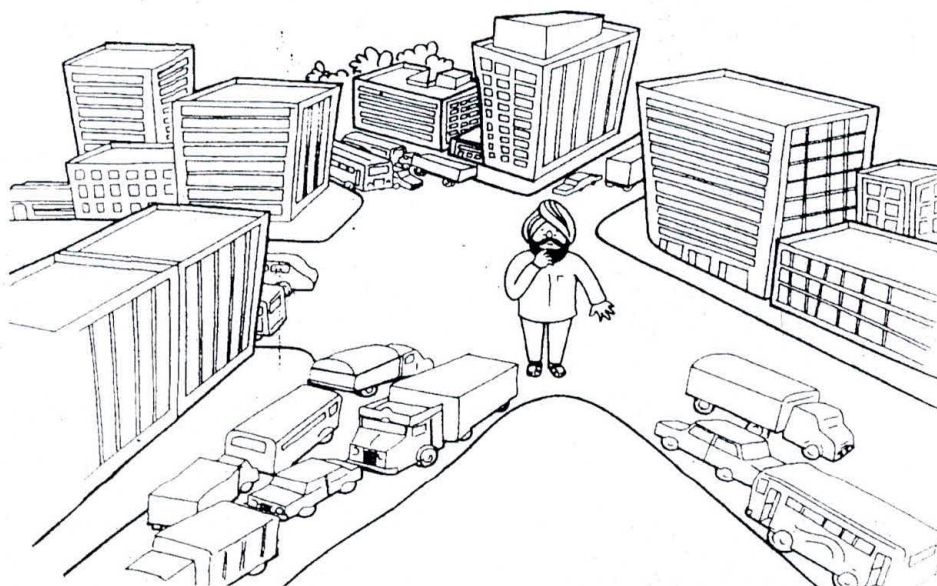
Banta Singh once came all the way from Ambala to meet his friend Santa Singh in Mumbai. He came to the correct locality, but could not find the building in which his friend lived. He asked a passer-by, who looked like a local, for help. "Oh, it is only a few minutes' walk from here," was the reply. "First walk straight for one minute, then take the second left, take the immediate right, when you come to a circle, take the lane opposite and then turn left, and then the third right, and the second building is the one you are looking for."

At the end of the story, ask the participants the following questions.

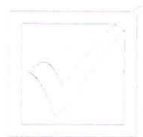
- * Do you think Banta Singh will be able to find the building?
Why not?
- * Is this story relevant to our work? In what way?



1 hour 30 minutes



Sum up this part of the exercise with the following points.



While the information given by the passer-by may have been correct, it is not going to help Banta Singh to find the building. In fact, Banta Singh is likely to get even more confused. This is because the information was not given in a manner in which Banta Singh could understand it or remember it correctly.

This clearly shows that **the way information is given has a direct bearing on whether it is understood and remembered.** This is an important point to keep in mind, since a major part of our work consists of giving information. **We need to give information in such way that our groups are able to understand our messages and remember them, and are motivated to practise health-seeking behaviour.**

Part B

Distribute copies of Case-sheet 9 to the participants.

Give them two minutes to read the first situation. Then discuss the question posed at the end of the situation with the large group.

Note down on the blackboard the main points that emerge from the discussion. Use the points given in the analysis below to guide the discussion.

In this way discuss all the situations with the large group before summing up the exercise.

SITUATION ONE

At the dhaba, Narender, a truck driver, brings his helper to you for treatment. Narender tells you that Vishwas, the cleaner, has been ill for the last few days. He asks you to give Vishwas some medicines. Your initial enquiries lead you to think that Vishwas may be suffering from (and STD)

What information will you give Narender and Vishwas?

ANALYSIS

In this situation, the urgent need is to motivate Vishwas to seek treatment for his illness. The information given should, therefore, convince Vishwas that treatment is available; that the illness should be treated as soon as possible; and that it is necessary to seek treatment from a qualified medical practitioner.

However, Vishwas may not be comfortable discussing all this in front of his ustaad.

There are three options open to us:

1. We could ask the driver, Narender, to leave -- this should be done as gently and tactfully as possible. Then, with the help of the STD photo album, tell Vishwas about the symptoms of STDs, and indicate that he has some of those symptoms. Assure Vishwas that his illness is curable, give him information regarding treatment facilities, and provide a referral to the local clinic. Address any misconceptions that Vishwas may have. Also make Vishwas understand that STDs can be prevented, and put forward alternatives that can serve as preventive measures (for example, using condoms during intercourse, or masturbation).
2. If the driver seems friendly and Vishwas does not seem to be scared or shy of him, we could take Narender's help in convincing Vishwas of the need for treatment.
3. Without relating the information directly to Vishwas, we could talk in general about the symptoms and cure for STDs, and the need for proper treatment. In addition, we should impress upon both Narender and Vishwas that anyone with STDs should seek immediate treatment, and give information about the local clinic.

Whichever option we choose, we should keep in mind that **our basic task is to give information, so that Vishwas will be motivated to seek treatment.** We should leave it to the counsellor to convince Vishwas to actually take the treatment and complete it.

SITUATION TWO

You are telling a truck driver about the importance of using condoms to prevent STDs. Another driver who is sitting nearby overhears your conversation and tells you that condoms are useless, because they slip out, and also tear sometimes.

What information will you give the truck drivers in this situation?

ANALYSIS

First of all, **we should acknowledge that slipping or tearing of the condom could be a genuine problem.** We have to point out however, that this happens only when the condom is not used properly. It could slip off if used when the penis is not fully erect, or if not removed immediately after ejaculation. A condom could tear if air enters inside -- therefore, it is necessary to pull at the end and press the teat between one's fingers before it is worn.

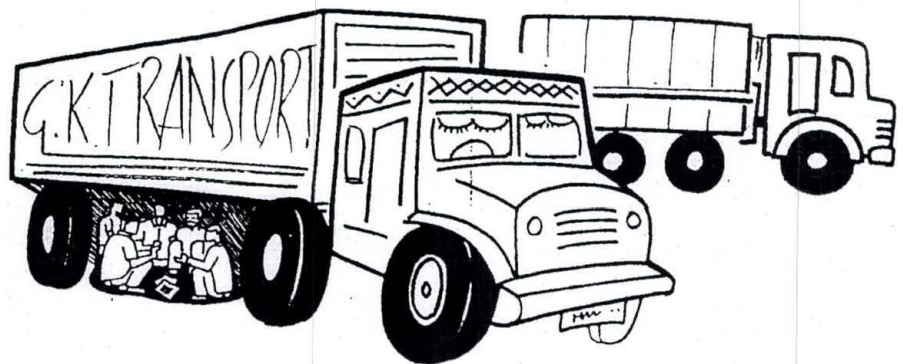
After addressing the problem, we could show how strong the rubber really is and demonstrate its capacity by filling it with water. Such a strong and supple material will not tear or slip if properly used. **We should then use a model and demonstrate the correct way to use a condom** -- right from checking the pack for date of expiry to the right method of disposal. We could ask one of the truck drivers to repeat the demonstration so that we can check whether he is using it correctly.

It is also necessary to motivate the drivers to use condoms by pointing out how using condoms is crucial, in order to safeguard their health and to ensure the health and well-being of their family.

SITUATION THREE

You are talking to a group of truck drivers about treatment for STDs. Some of them tell you that even though they have been taking the tablets, the medicines do not seem to be working.

What information will you give in this situation?



ANALYSIS

It is important to convince the drivers that most STDs are fully curable, provided the complete course of treatment is taken. We need to find out for how long the drivers' treatment has been going on. We must explain that people often stop the treatment half-way because the symptoms disappear-- this is wrong because the disease remains inside the body even after its symptoms disappear. In this way **we must emphasize the need for taking the full course of treatment.**

We should help the drivers understand that medicines may take a longer time to act on a person who has been used to taking too many medicines (just as alcohol takes longer to affect a person who drinks regularly and in large quantities than a person who is not used to drinking). Therefore, it is necessary to go to a qualified doctor who can examine the person and prescribe appropriate treatment.

We could then refer the drivers to the local clinic, so that the doctor can advise appropriate treatment. If the group is not convinced, we could take the help of the counsellor.

After all the three situations have been discussed with the large group, sum up the exercise by making the following points.

Our key job as outreach workers is to provide information to truck drivers, cleaners and commercial sex workers so that they become aware of the risks posed by STDs and are motivated to change their behaviour.

Our information should help them

- to learn to recognize the symptoms of STDs
- to be motivated to seek proper treatment
- to be aware of the options available to them to prevent occurrence of STDs.

This exercise gave us an opportunity to think about **what information to give so that it is most appropriate** to the particular person/group we are interacting with.

Appropriate information is information which is selected and adapted to meet the needs of the group; which takes into account their level of awareness, as well as the time available for the interaction.

This exercise also gave us the opportunity to think about **how we should give information.** The way we give information should be such that **our groups understand it and find it interesting and useful.** We also **need to be sensitive and tactful** while giving information so that our groups do not feel targeted or offended.

In the next session, we will discuss in greater detail some ways of making the process of giving information more effective.

DAY 4

Session 2

EXERCISE 1

Methodology

Role-play
Poster presentation

Materials

Case-sheet 10
Checklist 2
Poster 8
Handout:
Information-giving



1 hour

Objective

To understand the main points that we should keep in mind while giving information

ACTIVITY

Divide the participants into two groups.
Give each group one of the situations outlined in Case-sheet 10.

Instruct the groups that they have to perform role-plays. Remind them that in their role-plays they have to enact the situation described, as well as complete the interaction between the outreach worker and the cleaner/drivers.

Give the groups ten minutes to prepare for their role-plays.

Then ask the participants to reassemble as a large group. Distribute copies of Checklist 2 to them. Tell them that the relevant portion of the checklist is to be filled out by the observers after each role-play has been performed.

Invite the first group to perform the role-play.

After the performance, ask the observers to write down their comments on the checklist.

Then, discuss the role-play with the entire group. Use the questions raised in the checklist to focus the discussion. Use the points given in the analysis below to guide the discussion.

Follow the same procedure for the second role-play.

SITUATION ONE

A helper who is cleaning his truck, sees an outreach worker passing by. He approaches the outreach worker hesitantly -- "Are you the same doctorsaab who comes here?" The outreach worker introduces himself. The helper then tells him, "I have a friend who is unwell. He feels a burning sensation while passing urine. What medicine should he take?"

How should the outreach worker handle this situation?

ANALYSIS

Since the helper himself has made an approach, we could straightaway start with information-giving. First of all, we must tell the helper that his friend cannot be given medicines just like that; that we need to know a little more about the friend -- how old he is, how many days he has had this problem, and so on.

We could then tell the helper that it is possible that his friend has an STD. We should immediately reassure the helper that STDs are curable. We should then give a referral and emphasize the need for his friend to complete the full course of treatment so that he can get well again.

After this, we could ask the helper whether he would like to know something more about such illnesses, and whether he has the time. If the answer is yes, then we could use the appropriate flip chart to give him the information.

In either case, **it is important to reassure the helper that there is no need to be ashamed of this illness; that it is a disease like any other.** At the same time, we should impress upon him that **it is his responsibility to make sure that his friend immediately goes to a qualified doctor** for treatment.

It could be that the helper is talking about his own problem. However, there is no need to probe this point. Our job is to make sure that the helper gets the right information and is motivated enough to seek treatment and to prevent the illness in future.

SITUATION TWO

Groups of truck drivers are visiting an eye camp which has been organized by an NGO near an octroi post. An outreach worker has put up a mobile exhibition on STDs at the same site.

How should the outreach worker approach the truck drivers so as to motivate them to visit the exhibition?

What should he do to ensure that those who come to the exhibition get the most from it?

ANALYSIS

We could begin by talking to the truck drivers about the eye camp and its focus on health. This would give us away to introduce the exhibition. We could say that just as we cannot afford to neglect our eyes, there are other aspects of our health which should also not be neglected. We could further motivate the truck drivers by telling them that they could use this information to help their colleagues who may be in a similar situation.

The posters in the exhibition have a storyline. We should first let the truck drivers go through the exhibition poster by poster. At the same time we should carefully observe whether they are having difficulty in reading the messages. If so, we could join the group and read out the messages. We should do this in such a way that the truck drivers do not feel ill-at-ease or ashamed about being unable to read.

After the drivers have finished going through the posters, we could ask them a few questions -- What do you think of the story? Do you know anybody who is in a similar situation? Do you think the illness could happen to anybody you know? Do you think the information given in the exhibition is useful?

Before the truck drivers leave the exhibition, it is important that we do a quick sum up of the key messages.

We could then give them the leaflet on condom use. And draw attention to the address given in the leaflet. This way the truck drivers will know where they can contact us for further information and help.

Lastly, we could request them to inform their friends about the exhibition.

After both the role-plays have been performed and discussed, display Poster 8 and use it to sum up the main points regarding information-giving.

Distribute copies of the handout entitled *Information-giving* to the participants and request them to read it carefully before the final session of the day.

Objectives

To explore the potential of some media material

To understand how to use them effectively in our work of information-giving and motivation

DAY 4

Session 2

EXERCISE 2

ACTIVITY

Divide the participants into four groups. Give each group a copy of the Worksheet entitled *Use of media material* and a sheet of brown paper.

Tell the groups that they have to make a presentation on the use of media material for information-giving and motivation.

Assign each group one of the following kinds of media material:
Flip chart; Mobile exhibition; Video/Slide show; Street play.

Ask the groups to discuss the questions listed in the worksheet and to write down their responses on the sheet of brown paper so as to create a poster.

Give 15 minutes for small group work.

Then invite each group to make a presentation using their brown paper poster.

After all the groups have made their presentations, display Posters 9A, 9B, 9C and 9D and use them to sum up the exercise.

One way of making the process of information-giving interesting is to use media material such as posters, flip chart~ and mobile exhibitions.

Just as it is necessary to select information so that it is appropriate for the person or group we are interacting with, it is important to choose appropriate media material and to use it correctly.

To be able to do this, we must know the strengths, limitations and special features of different media material. This is what we explored in this exercise.

To end the exercise, let us review with the help of the posters, the potential of each media material.

After going through all the points presented in the posters, distribute copies of the Handout entitled *Use of media material* to the participants. Request them to read it carefully before the final session of the day.

Methodology

Small group work
Worksheet

Poster presentation

Materials

Worksheet: *Use of media material*

4 sheets of brown paper

Posters 9A, 9B, 9C and 9D

Handout: *Use of media material*



1 hour 30 minutes

DAY 4

Session 3

EXERCISE 1

Methodology

Game

Materials



45 minutes

Objective

To demonstrate that we attempt to understand and interpret information in the light of our own experience

The understand that this is one reason why information gets distorted in the process of communication

ACTIVITY

This game is to be played in three rounds.

Have your group sit in a semi-circle. Call for two volunteers and request them to leave the room. Then start round one of the game.

Round One

In this round, you, the facilitator have to mime a sequence of actions to show that you are baffling an elephant. For instance, the actions could include-- carrying a large bucket of water; approaching the elephant; pouring water on one side of the elephant and washing it; bending down to wash the legs; moving with the bucket to the other legs and then to the trunk and tail. (Of course, you will not carry any props, all the actions will have to be depicted only through mime.)

At the end of the mime (it should take a couple of minutes), ask the participants to guess what you were doing. Allow them to come up with as many guesses as they can. But do not under any circumstances tell them what you were miming.

Round Two

Ask Volunteer A, who was sent outside, to come in. Then invite someone from the large group (who has watched your performance) to repeat your mime for Volunteer A's benefit. Of course, the rest of the group must be quiet, and not prompt the performer in any way!

Round Three

Ask Volunteer B to come in. Then have Volunteer A repeat the mime for Volunteer B's benefit. Ask Volunteer B to guess what the mime was all about.

After the three rounds of the game are over, once again ask the large group to guess the theme of the mime. After they have exhausted their guesses, tell them what you were actually doing in the mime --tell them that you were bathing an elephant!

Summarize the learning points of the game as given below.

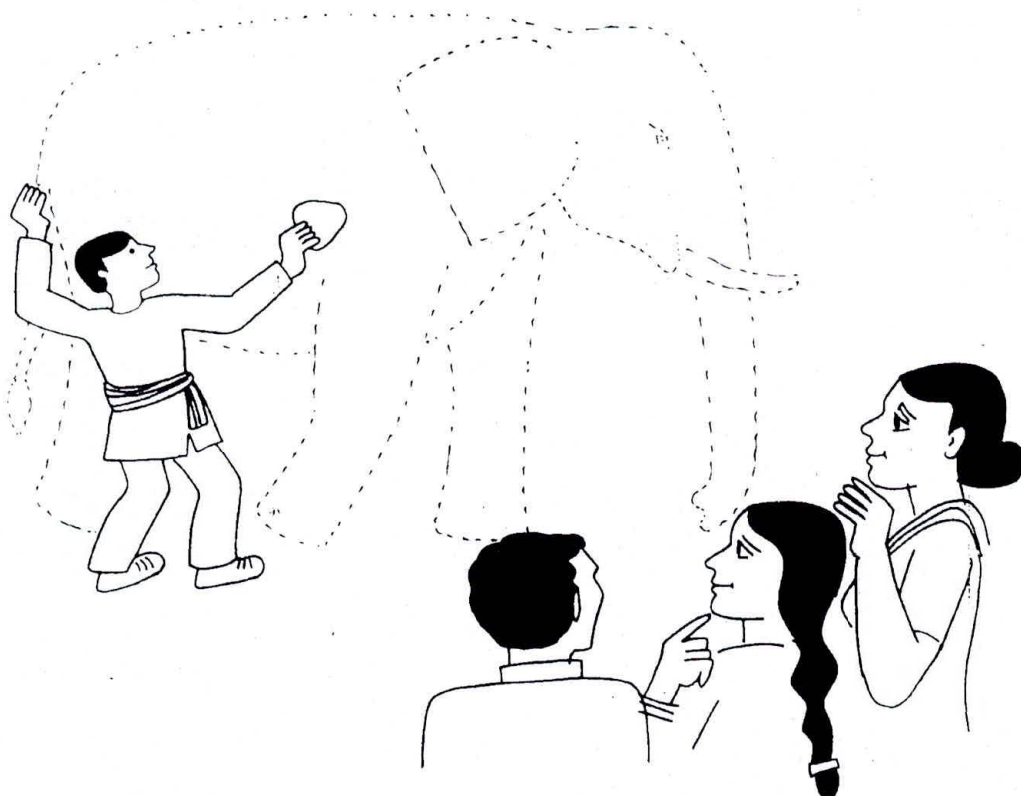


In this game, we could guess that the mime had something to do with a bucket of water, with cleaning and washing. But we could not guess the right answer because the mime depicted an activity which was not familiar to us at all. Bathing an elephant is just not part of our everyday life and experience.

This game therefore illustrates that we attempt to understand and interpret things in the light of our own experience, that is, by using what we know and what we have experienced as reference points. So, although the facilitator was "sending" the "message" that he was bathing an elephant, the audience was not able to "receive" this message because they were trying to interpret it in the light of their own experience, which did not include bathing an elephant! In other words, the message got distorted.

That information can get distorted in the process of communication is an important point we need to keep in mind. **Our groups are also going to interpret the information we give them in the light of their own experience. Which means that the "message" we "send" and the message they "receive" may not always be one and the same.**

The next exercise illustrates another important point about giving and receiving information.



DAY 4

Session 3

EXERCISE 2

Methodology

Game

Materials



30 minutes

Objective

To understand that the same information may be interpreted differently by different people

ACTIVITY

Have the participants sit in a circle. Tell them to close their eyes, and then give them the following piece of information:

I have six leaves in my hands.

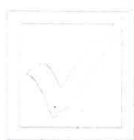
After a minute or so, ask them to open their eyes and then draw the message they have received, in their notepads. Make sure that the participants do the drawing individually without discussing or seeing what the persons sitting next to them are doing.

Give them only a minute or so to do the drawing. Ask six participants to come to the front of the class and show their drawings to the large group.

Then get the group to reflect on the following questions.

- * Were all the drawings the same?
- * Had all the members of the group drawn the same kind of leaves?
- * Did all the participants depict the hands in the same way?
- * Why did different people draw different things even though they had all been given the same information?
- * What can we learn from this game as regards our work?

After the participants share their reflections, sum up the activity with the help of the following points.



This simple game illustrates that **we do not simply listen to information, we also interpret it in our own way. The interpretation may differ from person to person.** Thus, in the game, while everyone understood that they had to draw six leaves, each one interpreted the message differently -- some may have interpreted this to mean six small green leaves, others may have visualized six dried leaves; while some may have drawn the leaves of a rose bush, others may have drawn mango leaves.

What can we learn from this game as regards our work? This game reminds us that each individual truck driver or cleaner or commercial sex worker may interpret our messages in different ways. **However, since the information we give is so critical to their health and well-being, we cannot run the risk of the information being interpreted differently by different people or being misinterpreted. We therefore need to repeat key messages, to provide opportunity for questions, to clarify doubts - in these and other ways we need to ensure that our groups are absolutely clear about the information we give them.**

Some of these ways are explored in the next exercise.



DAY 4

Session 3

EXERCISE 1

Methodology

Game

Materials

Poster 10



45 minutes

Objective

To understand the importance of repetition and questioning while giving information

ACTIVITY

This game is to be played in three rounds.

Round One

Invite one volunteer from the group to be an "instructor". Give her Poster 10. Tell her that she has to describe the picture drawn on the poster in such a way that the participants are able to draw the same picture.

Tell the large group that they have to draw a picture as per the description provided by the instructor. Also tell them about the rules to be followed:

- The instructor must give a particular description or instruction only once. She cannot repeat any instruction.
- Apart from describing the picture, the instructor cannot say anything else.
- The large group cannot ask questions or seek clarifications.

Begin the game. Make sure that the large group cannot see the poster from which the instructor is describing the picture.

Round Two

Invite another volunteer to be the instructor, hand over the poster to him and play the game for the second time. The rules are a little different this time:

- The instructor may repeat the instructions if necessary; however, the large group cannot ask questions or seek clarifications.

Round Three

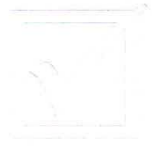
Invite a third volunteer to be the instructor. Play the same game, but with a different set of rules.

- This time, the large group can ask questions, seek clarifications and request the instructor to repeat her instructions.

At the end of the game, show the group the original picture. Invite their responses to the following questions.

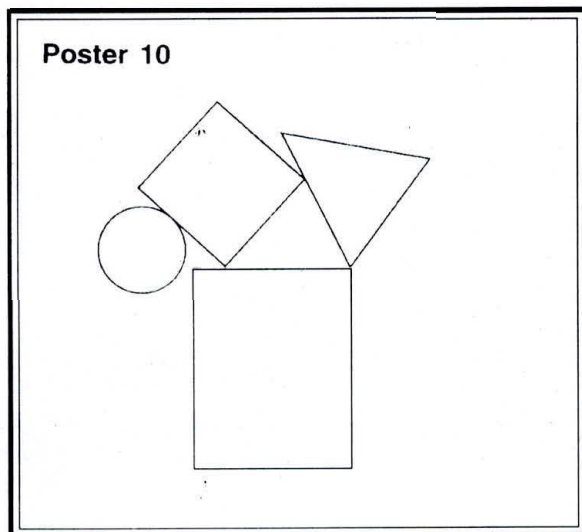
- * How close are your drawings to the original picture?
- * Are all your three drawings the same? If not, what reasons could there be for the difference?

Sum up the exercise with the help of the following points.



It is likely that the third drawing will be most similar to the original picture, and the first one most unlike the picture. The reason for this stands out clearly -- when information was repeated and when we had the opportunity to ask questions and seek clarifications, we had a better idea of how to draw the picture.

These aspects of information-giving are of particular significance in our work. Most of the time, the information that we give is new for our groups. We therefore cannot "narrate" our message just once. **We should repeat key messages to ensure that the information is understood fully and correctly by our groups.** We should also encourage them to ask questions and to share their doubts and concerns. This is another way in which we can come to know whether our groups have understood the information.



DAY 4

Session 4

EXERCISE 1

Methodology

Role-play

Materials

Practice sheet 3

Practice checklist 3



1 hour 45 minutes

Objective

To have an opportunity to put into practice some of the skills and learnings highlighted during the day

ACTIVITY

In this practice session participants are involved in performing and analyzing four role-plays.

The procedure to be followed for each role-play is outlined below

1. Call the required number of volunteers to act in the role-play. Guidelines on the number of actors in each role-play as well as on how to instruct them about their roles are outlined in the box at the end of this exercise.
2. Instruct the actors regarding their roles. These instructions (for each role-play situation) are outlined in Practice sheet 3. You could tear out the instructions from this sheet and hand them over to the actors.
3. Explain to the actors that while enacting their roles they should keep in mind the points discussed and learnt during the course of the day. These included:
 - * Information-giving: what to say and how to say it
 - * Use of media material in information-giving
 - * Importance of repetition and questioning in information giving
4. Distribute copies of Practice checklist 3 to the large group, that is, to everyone who is not enacting that particular role-play. Instruct the large group to go through the checklist before the role-play begins, observe the role-play carefully and note down their comments at the end of the role-play.
5. Begin the role-play.
6. After the performance, involve the large group in analyzing the role-play. Use the checklist as a guideline. Read out each point from the checklist and ask for responses from the large group.
7. Encourage the actors to respond to the observations made by the group and to share what they felt while performing the role-play.

8. Ask the actor who performed outreach worker's role to share the way in which she used the day's learnings while enacting the role-play.
9. Appreciate the efforts of the actors as well as the observers before proceeding to the next role-play.

Situation No.	Numbers of actors	Instructions regarding roles
1	5 truck drivers + 1 outreach worker	Separate instructions for outreach worker; instructions together for group of truck drivers.
2	1 helper + 1 outreach worker	To be given separately to each volunteer.
3	2 truck drivers + 1 outreach worker	Separate instructions for outreach worker; instructions together for two truck drivers.
4	4 commercial sex workers + 1 outreach worker	Separate instructions for outreach worker; instructions together for group of commercial sex workers.



DAY 4

Session 4

EXERCISE 2

Methodology

OHP presentation

Materials

OHP sheet 7



15 minutes

Objective

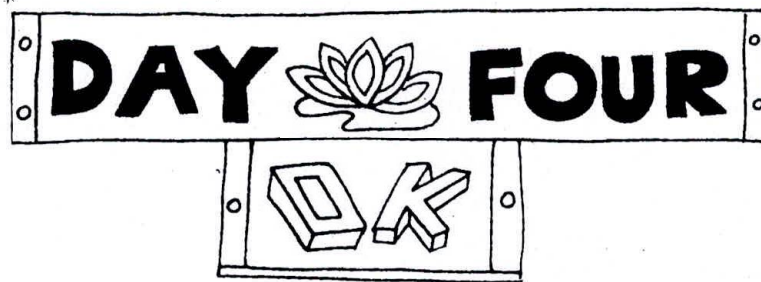
To sum up the main learning points of Day Four of the workshop

ACTIVITY

Project O1-IP sheet 7.

Invite a volunteer from the large group to read out the first learning point projected on the screen. Ask her to talk briefly about the activity that focused on that point.

Similarly, invite other volunteers to talk about the other learning points.



Resource Materials

DAY 4

Session 1

EXERCISE 1

Case-sheet 9

Situation One

At the dhaba, Narender, a truck driver, brings his helper to you for treatment. Narender tells you that Vishwas, the cleaner, has been ill for the last few days. He asks you to give Vishwas some medicines. Your initial enquiries lead you to think that Vishwas may be suffering from an STD.

What information will you give Narender and Vishwas?

Situation Two

You are telling a truck driver about the importance of using condoms to prevent STDs. Another driver who is sitting nearby overhears your conversation and tells you that condoms are useless because they slip out, and also tear sometimes.

What information will you give the truck drivers in this situation?

Situation Three

You are talking to a group of truck drivers about treatment for STDs. Some of them tell you that even though they have been taking the tablets, the medicines do not seem to be working.

What information will you give in this situation?

DAY 4

Session 2

EXERCISE 1

Case-sheet 10

Situation One

A helper who is cleaning his truck, sees an outreach worker passing by. He approaches the outreach worker hesitantly -- "Are you the same doctorsaab who comes here?" The outreach worker introduces himself. The helper then tells him, "I have a friend who is unwell. He feels a burning sensation while passing urine. What medicine should he take?"

How should the outreach worker handle this situation?

Situation Two

Groups of truck drivers are visiting an eye camp which has been organized by an NGO near an octroi post. An outreach worker has put up a mobile exhibition on STDs at the same site.

How should the outreach worker approach the truck drivers so as to motivate them to visit the exhibition?

What should he do to ensure that those who come to the exhibition get the most from it?

DAY 4

Session 2

EXERCISE 1

Checklist 2

Analyze the two role-plays presented on the basis of the following points.
Note down the reasons for your answers.

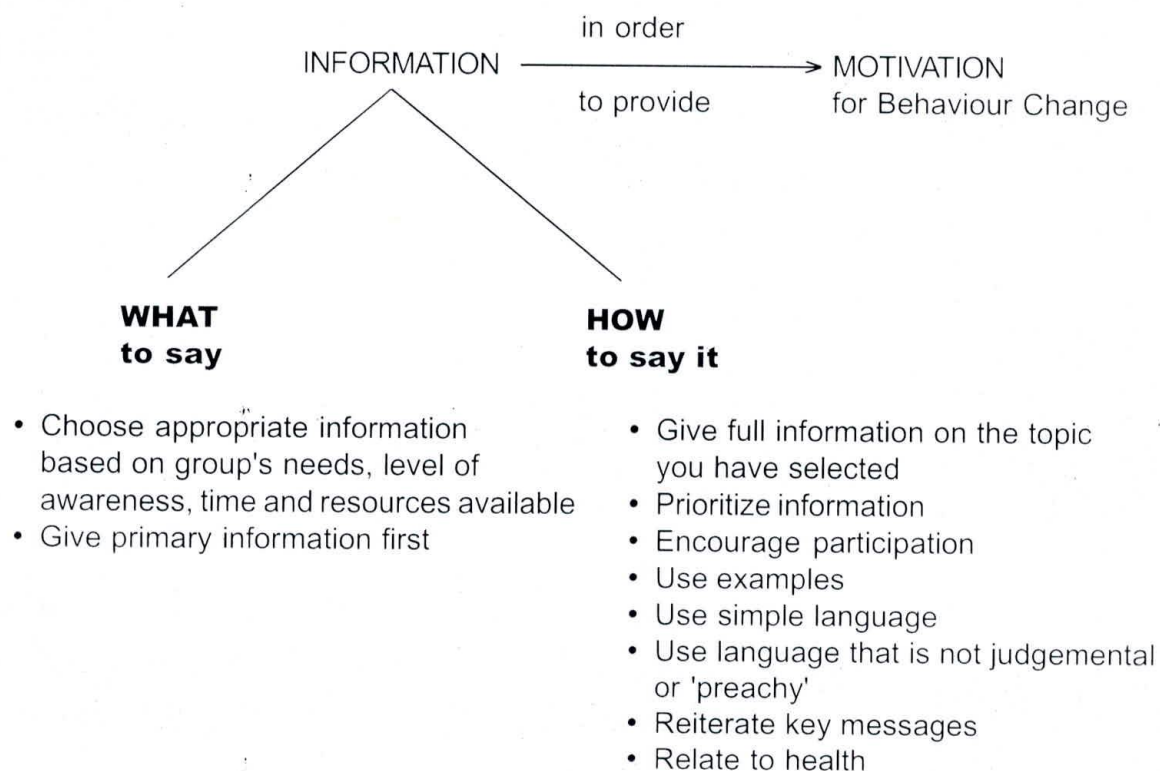
	Role-play 1	Role-play 2
1. Was the information appropriate for the group?		
2. Was the information too much or too little?		
3. Was the information presented in an interesting manner?		
4. Did the outreach worker involve the group in the process of information-giving?		
5. Were the key messages reinforced as required?		
6. What was the outreach worker's attitude towards the group?		
7. What are your overall comments on the interaction?		

DAY 4

Session 2

EXERCISE 1

Poster 8



THE RIGHT ATTITUDE GOES A LONG WAY

- Confidence in ourselves
- Respect for our groups

Information-giving: What to say and How to say it**Our Task: Giving Information**

Our key job is to provide information to truck drivers, cleaners and commercial sex workers so that they become aware of the risks posed by STDs to their health, and are motivated to change their behaviour.

Our information should help them

- to learn to recognize the symptoms of STDs
- to be motivated to seek proper treatment, and
- to be aware of the options available to them to prevent occurrence of STDs.

In addition, we also need to give information to peers and to the community, so that they, in turn, can play a role in motivating our groups to seek treatment and to practise health-seeking behaviour.

Information-giving does not mean simply stating some facts. Information has to be given in such a way that the person understands and remembers our messages. In our context, this means

- conducting individual or group sessions
- answering questions, reinforcing facts
- addressing misconceptions, and
- convincing our groups about the need for complete treatment.

Information: What to say

The information we give should be appropriate for the specific person or group we are interacting with. This means that, each time, **we have to choose the information according to the needs and background of the group, as well as the time and resources available to us.**

It is not necessary to give all the information all the time. We must give the most basic or primary information first, and often we may have only enough time for this. But if the basic information convinces our groups, they are likely to come back to us.

It is also a good idea to **focus on a few key messages** and to make sure they are well understood, **instead of trying to give all the information at once.**

Information: How to say it

The first step is preparation. **We need to know our facts thoroughly, particularly since our information directly affects people's health.** Being fully prepared with our facts will give us the confidence to answer questions and to conduct one-to-one or group sessions. Incomplete knowledge or misinformation can confuse our groups and add to their misconceptions.

The process of information-giving has to be lively and interesting. Our groups are not used to listening to lectures, and they often have very limited time. We should therefore find ways to hold their attention and sustain their interest.

The information we give should be short and to the point. Our language must be clear and simple. Examples from everyday life, and references to experiences that our groups are familiar with, can make the process of information-giving more interesting for our groups.

Our interactions with our groups should provide for two-way communication. This means that, while giving information, we should provide enough opportunity for our groups to ask questions, express their doubts, share their experiences and concerns. At the same time, we need to ensure that the discussion remains focused, and that it does not move away from the topic on which we are giving information.

Rather than giving all the information at once, it is better to break it up into smaller topics -- such as Causes, Symptoms, Treatment, and Prevention -- and provide time for questions and clarifications on each topic.

It is a good strategy to present information in the form of stories or situations. Using media material as well as simple games can also help in keeping our groups involved in the interaction.

At the end of a session, the key points must be summed up and the main messages repeated at least once. We also need to reiterate the fact that the information will help our groups and their families to keep good health.

Our attitude can make a difference

Our interactions with our groups can be successful only if they are based on mutual trust and respect. **We have to see each member of our group as an individual human being, and not as a "target" for information-giving.** We need to be genuinely concerned and friendly towards our groups.

We should always remember that we are giving information to adults who have their own opinions on the subject as well as their own values based on their background and experience. While we may question some of their beliefs and seek to change them, we also have to respect their right to express their opinions and make their own decisions.

Our language and our method of giving information should be such that our groups do not feel that we are "preaching" to them. This can happen only if we make a conscious effort to be non-judgemental about the attitudes and behaviour of our groups.

Our attempt should be to give our groups full and complete information, keeping out our own biases and prejudices.

Our work involves talking about sex and sexuality and using sexual words. It also involves asking our groups about information that is generally considered private and personal. We need to feel comfortable while doing this. We need to communicate to our groups that the reason we ask personal questions is because we are concerned about their health.

We ourselves need to be comfortable and confident in order to make our groups comfortable. Our comfort and confidence is communicated through our words -- the way we ask questions, the ease with which we use certain terms --as well as our body language.

If we do not have answers to questions asked by our groups, we should frankly admit this. **An honest and open attitude will help us build a relationship of trust with our groups.**

DAY 4

Session 2

EXERCISE 2

Worksheet

Use of Media Material

One way of making the process of information-giving interesting is to use media material such as posters, flip charts and mobile exhibitions.

Just as it is necessary to select information so that it is appropriate for the person or group we are interacting with, **it is important to choose appropriate media material and to use it correctly.** For example, a leaflet is most effective if it is given to a person at the end of a session, as take away material. Even then, it may be necessary to briefly explain to the person or group what information the leaflet contains, and to point out the address given on it for more details or follow-up.

Discuss the following questions in your group with regard to the medium allotted to you. Present your responses in the form of a poster.

Medium: _____

1. For what audience (one-to-one or small group or large group) is it most appropriate?
2. What advance preparation does it require?
3. What are the advantages of using it?
4. What are the disadvantages?
5. Any special points to keep in mind while using it?

Flip chart

Audience

- Most useful for small groups
- Can also be used in one-to-one sessions

Advance preparation required

- Need to be thoroughly familiar with the content in order:
 - to read the text spontaneously
 - to focus attention on the group
 - to be able to adapt it for different audiences

Advantages

- Useful for one-to-one and group sessions, for literate and non-literate audiences
- Story involves audience and makes session interesting
- Portable and easy to use
- Flexible -- can either be used to tell entire story or individual pictures can be used to initiate discussion

Disadvantages

- Cannot be used with large groups
- Not stand-alone material

Special points for effective use

- Should be held in such a way that the pictures are visible to everyone
- Story should be told "dramatically", with the right pauses and in an appropriate tone of voice, and eye contact maintained with audience
- Needs to be introduced properly and key messages reinforced at the end
- Story can be stopped in between to invite audience response and questions

DAY 4

Session 2

EXERCISE 2

Poster 9B

Mobile Exhibition

Audience

- Most useful for large groups

Advance preparation required

- Need to be familiar with the content so that questions can be answered
- May need prior co-ordination with other organizations

Advantages

- Can reach out to large groups without making them feel targeted
- Allows people to absorb information at their own pace

Disadvantages

- Does not allow much scope for discussion
- Requires space and advance planning

Video Programme / Slide Show

Audience

- Most useful for medium sized groups

Advance preparation required

- Need to be thoroughly familiar with the content so that slide show / video programme can be properly introduced and main points taken up for discussion after the screening
- Suitable venue with required facilities need to be fixed

Advantages

- Can be used to introduce new ideas, teach new skills, create awareness
- Use of story and visuals help to present information in an interesting way, hence medium popular with diverse audiences.
- Suitable for literate as well as non-literate audiences

Disadvantages

- Cannot be used with large groups
- Use dependent on availability of facilities like electricity and equipment such as slide projector, TV monitor, video recorder.

Special points for effective use

- Should be introduced properly and followed up with a discussion

DAY 4

Session 2

EXERCISE 2

Poster 9D

Audience

Advance preparation required

Advantages

Disadvantages

Special points for effective use

Street play

- Most useful for medium sized groups
- Need to prepare script and rehearse performance
- Democratic, interactive medium -- invites audience participation
- Inexpensive to produce
- Uses voice and body as primary resources
- Uses simple props in innovative ways
- Can reach out to diverse audiences without targeting anyone
- Allows improvisation based on audience needs and response
- Requires some skills in scriptwriting and drama
- Other media material can be used alongside -- for example, posters can be incorporated within the street play or leaflets distributed at the end of the performance
- Messages need to be repeated, since audience may keep changing

Use of Media Material

Flip chart

How to use

Using flip charts requires advance preparation. Familiarize yourself with the text so that you can read it spontaneously. This will also help you to focus attention on the group and not be preoccupied with reading the text.

While using a flip chart hold it so that every member of the group is able to see it and see you -- it is of utmost importance that you maintain eye contact with your group at all times.

Every presentation using flip chart should start with an introduction to the theme. Also, if the flip chart contains pictures that you feel the group may find embarrassing, prepare them at the onset about what to expect. Also, explain to them why it was necessary to include these pictures.

Do not tell the whole story in one go. Pause from time to time: invite comments, ask questions, give the group the opportunity to express their doubts and concerns, to seek clarifications. For example, while talking about misconceptions regarding treatment, you could ask the audience to share what they know about methods of curing STDs. However, if you find that the questions are interrupting the flow of the story, ask the group to wait, and tell them that you will answer the questions at the end of the story.

Make sure that you explain or give reasons for the statements mentioned in the flip chart. For example, one of the flip charts says, "Putting soda water to cure an STD is wrong." Elaborate on this. You could say something like-- "If you had a wound on your hand or leg, would you put soda water on it? Wouldn't it burn? Won't the same thing happen for a wound on the penis?"

Reinforce the main messages. For example, while discussing myths and misconceptions, repeat the message that most STDs are curable after complete treatment.

Tell the story "dramatically", with the right pauses and appropriate tone of voice as per the requirements of the story.

To ensure that the group does not leave as soon as the story narration is over, write the key messages on the last page of the chart. Take the group through all the messages and follow up with condom demonstration.

Advantages

Can be used both for one-to-one and for group sessions.

Story line and pictures makes the process of information-giving interesting. Also, "seeing" as well as "hearing" the story helps the group to understand and to remember the messages. Is effective with literate as well as non-literate audiences.

Is portable -- you can take it with you from site to site.

Can be used in many ways. For instance, you can skip some pictures that you consider unnecessary, or use the pictures to tell your own story, or use one or two pictures to initiate a discussion.

Disadvantages

Cannot be used with very large groups.

Not stand-alone material. Can only be used as supportive material.

Mobile exhibition

An exhibition allows the outreach worker to reach out to large numbers of people without making them feel targeted.

The posters are self-explanatory so the audience can read them on their own, in privacy and at their own pace.

There is a story-line and the pictures are big and colourful. This helps sustain the interest of the audience.

However, this medium does not provide much scope for a one-to-one interaction or for a group discussion.

Organizing a mobile exhibition requires advance preparation, and some co-ordination -- with another organization, perhaps, or at the site.

Video Programme / Slide show

Audiovisual media like a video programme and a slide show can be used very effectively to introduce new ideas, teach new skills and create awareness on issues.

In order to tell the story effectively, these media use the potential of sound -- narration, music, sound effects -- as well as the potential of visuals --real-life images, illustrations, graphics. They are thus able to engage the audience and convey messages in an interesting way.

Familiarize yourself with the story thoroughly. Introduce the theme before starting a video programme or a slide show. Have a discussion after the screening so that the audience has a chance to respond to the show. This will also give you an opportunity to clarify doubts, answer questions and reinforce key messages.

A video programme or a slide show is most effective with medium sized groups, where it is possible to interact directly with the audience.

One limitation of these media is that they require space and some minimum facilities for seating, electricity, projection and soon. Also, if the technical facilities are poor or the group is too large, much of the effectiveness of the media material will be lost.

Street play

A street play can be a very interesting and effective medium for giving information and for creating awareness.

A significant feature of a street play is that it is truly a two-way medium of communication. It allows you to reach out to a group by involving them through dialogue, humour, drama and song. The audience actively participates in a Street play performance by making comments, responding to questions and through laughter.

Innovative use of minimum resources is one of the key features of a street play. The whole body -- voice, gestures, posture -- can be used to convey a range of feelings and create different moods. Simple props can also be used in imaginative ways.

While developing a street play, choose only a few important themes and build sequences around the key points.

Use songs, anecdotes, references to topical events to make the content dramatic. Make sure that the language used is simple and colloquial.

Since the members of the audience may keep changing, repeat key messages in different ways from time to time. For example, a point made through dialogue could be reiterated later in the performance through a song.

A street play is not expensive to produce. But it calls for a strong script that also allows for improvisation to suit different kinds of audiences.

Other media material -- posters, leaflets, banners -- can be used along with street plays to reinforce key messages.

Remember:

Media material are only aids to enhance the process of information-giving.

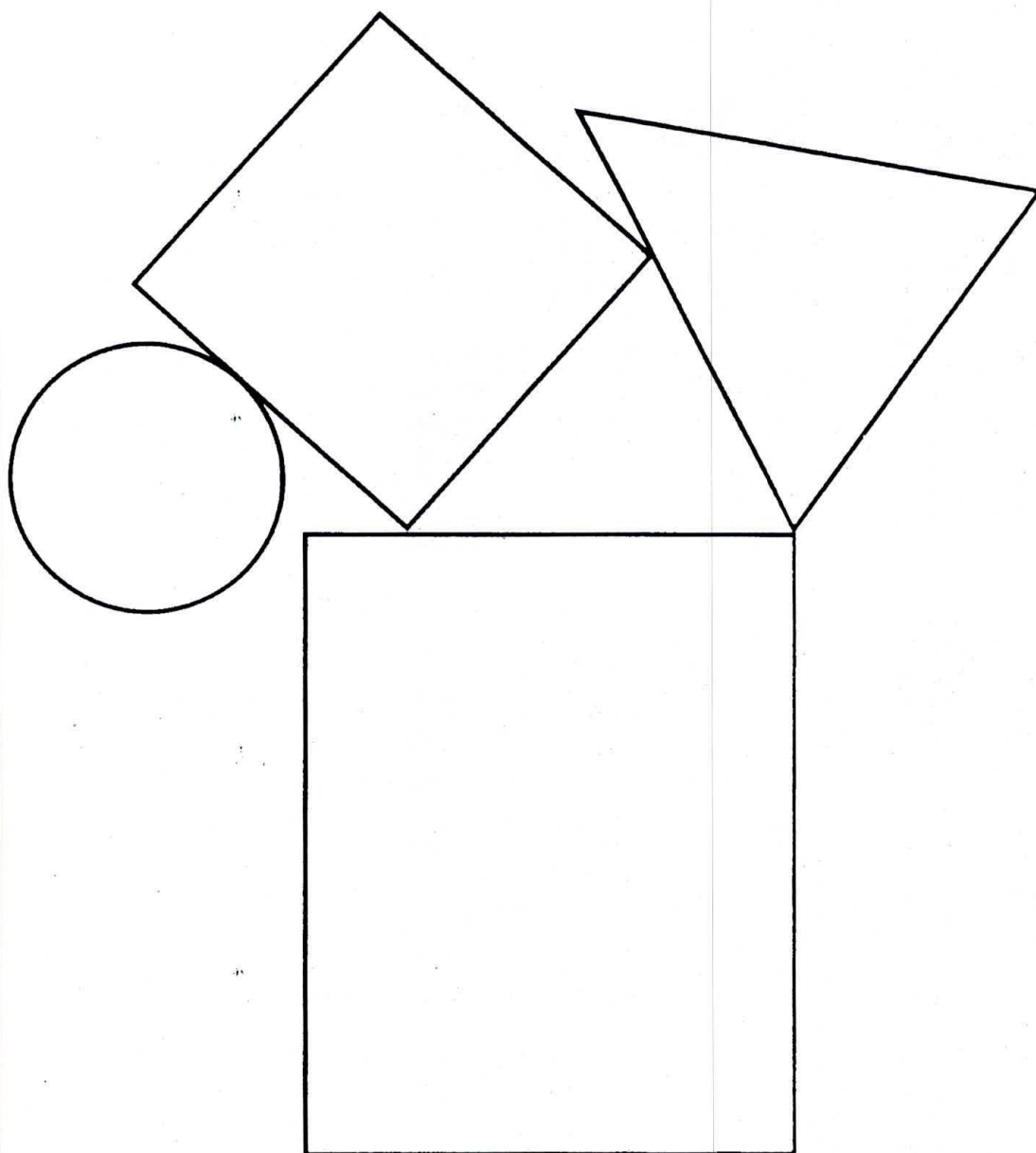
They only support the outreach worker's work, they are not substitutes for an outreach worker's involvement.

DAY **4**

Session 3

EXERCISE 3

Poster 10



DAY 4

Session 4

EXERCISE 1

Practice sheet 3

Practice situation One

Outreach worker

The outreach worker is in a transport company office. He knows some of the truck drivers who are waiting there. They appear to be friendly. The outreach worker wants to approach them and give them some information. He is also carrying some media material with him.

You have to play the role of the outreach worker.

Group of five truck drivers

Some truck drivers are waiting in a transport company office. An outreach worker approaches them. After some general chit-chat, he starts talking to them about STDs.

Girish

Does not know anything about STDs. But he is curious and interested in what the outreach worker has to say. He asks the outreach worker some questions about the information being given. He does not seem to be in a hurry to leave.

Venkat

Waits impatiently for his name to be called out by the transport company. He has some basic information on STDs and knows how they are caused. Although he is impatient and does not ask questions, he is interested in what the outreach worker has to say.

Suhas

Knows the outreach worker and has some basic information on STDs. He leaves in the middle of the discussion when his name is called out. He has some doubts and asks the outreach worker for clarification about some ways in which STDs can be cured.

Kailash

Walks away as soon as the outreach worker starts talking about STDs.

JK

Walks away as soon as the outreach worker starts talking about STDs. He returns in a little while and quietly tries to find out from Venkat what the outreach worker has said in his absence.

Five participants have to play the role of the five truck drivers.

Practice situation Two**Outreach worker**

At a halt point, an outreach worker notices a 13-14 year old helper cleaning his truck. The outreach worker approaches the helper in order to give him some information on STDs. He is carrying some media material.

You have to play the role of the outreach worker.

Helper

Jaideep is a 13-14 year old boy. Since he has just joined the ustaad, he is eager to please him. He is also afraid of the ustaad as he has a bad temper. When the outreach worker comes to meet him, Jaideep is cleaning his truck and wants to finish his work before the ustaad returns. When the outreach worker starts talking to him he says he has heard the word "AIDS" but he does not know what it means. He also does not know much about sexual matters.

You have to play the role of the helper.

Practice situation Three**Outreach worker**

At a dhaba, an outreach worker meets two senior truck drivers for the first time. They appear friendly. The outreach worker approaches them. He is carrying some media material.

You have to play the role of the outreach worker.

Truck drivers

Abdul and Rehman are two senior truck drivers who have spent more than 30 years on the road. Everyone at the dhaba knows and likes them. They introduce themselves to the outreach worker who is sitting near them. They seem interested in the work of the outreach worker. They have some basic information on STDs and AIDS and hence are interested in what the outreach worker has to say. They ask many questions.

Two participants have to play the role of the two truck drivers.

Practice situation Four**Outreach worker**

An outreach worker is conducting a group discussion with a group of commercial sex workers on STD prevention. She is familiar with the women as she has interacted with them before. She is carrying some media material.

You have to play the role of the outreach worker.

Group of commercial sex workers

A group of commercial sex workers are participating in a discussion conducted by an outreach worker. They are familiar with her.

Kamla

Is attentive and engrossed in the discussion and asks a few questions.

Vasanti

Likes talking and discussing things; when the outreach worker talks about condoms she complains that they slip off.

Prema

Agrees with Vasanti and tells the outreach worker that this is the reason why customers do not use condoms.

Vidya

Is quiet and soft spoken. Though she is interested in what the outreach worker is saying she does not speak much.

Four participants have to play the role of the four commercial sex workers.

DAY 4

Session 3

EXERCISE 3

Practice checklist 3

Checklist for Practice situation One

1. Did the outreach worker give information on three key messages -- How to identify STDs, seek early treatment, prevent STDs by using condoms?	
2. Was the information adapted as per the needs of the group?	
3. Do you think that most of the drivers understood the key messages?	
4. Did the outreach worker repeat the key messages?	
5. Did the outreach worker ask questions to ensure that the key messages were understood?	
6. Did the outreach worker provide an opportunity for the group to ask questions and seek clarifications in order to ensure that the information was understood?	
7. Did the outreach worker use any media material? Which one?	
8. Was his choice of media material appropriate?	
9. Did the outreach worker use media material innovatively in the process of information-giving?	
10. Did he sum up the entire discussion?	
11. Did he make effective use of the time available to convey the key messages?	

Checklist for Practice situation Two

1. If you were the outreach worker, what factors would you take into consideration before beginning the process of information-giving?	
2. What information did the outreach worker give Jaideep?	
3. Did the outreach worker provide information that was appropriate in terms of the helper's age, knowledge level and needs?	
4. Did the outreach worker use the media material effectively in the process of information-giving?	
5. Did the outreach worker use the strategy of providing general information to avoid making the helper feel targeted?	
6. Did Jaideep indicate that he was feeling targeted?	
7. Did the outreach worker make effective use of the time available?	
8. Did the outreach worker show concern regarding the helper's fears about the ustad?	
9. Did the outreach worker's approach convey a 'preachy' attitude?	
10. Did the outreach worker succeed in keeping the communication focused?	
11. Did the outreach worker give examples from everyday experiences to make the information-giving process lively?	

Checklist for Practice situation Three

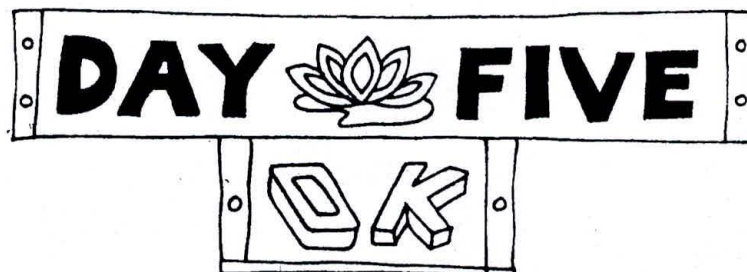
1. Did the outreach worker find out what the truck drivers already knew about STDs?		
2. Did he use the information gathered from the members to adapt and modify his information?		
3. Did the outreach worker adapt the information to suit the knowledge level of the truck drivers?		
4. Did the outreach worker ensure that the key messages were communicated?		
5. Did the outreach worker ask questions to ensure that the key messages were understood?		
6. Did he give the drivers an opportunity to ask questions?		
7. Did the outreach worker use any media material?		
8. Did the outreach worker introduce the media material?		
9. Was the introduction effective?		
10. While using the media material, did the outreach worker pause from time to time to involve the group in the story?		
11. Did he handle the media material effectively?		
12. Did he sum up the discussion?		
13. Was the process of information-giving interesting and lively?		

Checklist for Practice situation Four

1. Did the outreach worker give information as per the needs of the group?	
2. Did the information address the concerns of the group?	
3. Did she repeat the key messages?	
4. Did she ask questions and provide an opportunity for the clarification of doubts?	
5. Did she ask any of the group members to do a condom demonstration?	
6. Did she sum up the discussion?	
7. Did the outreach worker give information in an interesting way?	
8. Did she try to involve all the group members?	
9. Did the outreach worker's approach convey a 'preachy' attitude?	
10. Did the outreach worker succeed in keeping the communication focused?	
11. Did the outreach worker provide an opportunity for the group to express their opinions?	

Day Four: Sum Up

- Our key task is to provide information to truck drivers, cleaners and commercial sex workers. We need to think about **what** to say and **how** to say it.
- It is necessary to select and adapt information on the basis of a particular group's needs, the time available, and the level of awareness and interest of the group.
- Information should be presented in such a way that our groups find it interesting, useful and easy to understand. We need to be sensitive to our group's feelings and ensure that the way we give information does not make them feel targeted.
- Information-giving should not be a one-way process. We should encourage our groups to share their own views, ask questions and express their doubts and concerns.
- The same information may be interpreted and understood differently by different groups. Messages may also be distorted in the process of communication. Hence the need for repetition and questioning.
- Information must be reinforced. Questions and answers, repetition of key messages, use of visual material -- all can help us in doing this.



Programme

DAY 5

Schedule

Session One 9.00 a.m. - 11.00 a.m.

EXERCISE	OBJECTIVES	METHODOLOGY	MATERIALS
1 (1 hour)	To understand some important aspects of group communication	Game Poster presentation	Checklist 3 Poster 11
2 (1 hour)	To explore effective methods of group communication	Poster presentation Large group interaction	Posters 12A, 12B and 12C Handout: <i>Aspects of group communication</i>

Session Two 11.15 a.m. - 1.00 p.m.

EXERCISE	OBJECTIVES	METHODOLOGY	MATERIALS
1 (45 mins.)	To explore the strategies we can use to motivate behaviour change	Game	-----
2 (1 hour)	To explore ways of dealing with misconceptions among our groups	Role-play Large group interaction	Case-sheet 11 Checklist 4

Session Three 2.00 p.m. - 4.00 p.m.

EXERCISE	OBJECTIVES	METHODOLOGY	MATERIALS
1 (2 hours)	To have an opportunity to put into practice some of the skills and learnings highlighted during the day	Role-play	Practice sheet 4 Practice checklist 4

Session Three 4.15 p.m. - 6.15 p.m.

EXERCISE	OBJECTIVES	METHODOLOGY	MATERIALS
1 (1 hour (45 mins.))	To have a complete picture of the main elements that make for effective interpersonal communication between us and our groups	Small group work Script analysis	Script 3
2 (15 mins.)	To sum up the main learning points of Day Two of the workshop	OHP presentation	OHP sheet 8.

Objective

To understand some important aspects of group communication

DAY **5**

Session 1

EXERCISE 1

Methodology

Game
Poster presentation

Materials

Checklist 3
Poster 11

ACTIVITY

Invite eight volunteers to play a game.

Tell the volunteers that they have to take part in a group discussion. Give them a topic for discussion. (You could choose any current event or topic of general interest-- a recent natural calamity, for instance, or India's nuclear policy and how it affects our relations with other countries, or the selection of a new Indian cricket team and captain.)

Tell the group to select one member to be the group leader. Her task will be to facilitate and moderate the discussion.

Before the discussion begins, distribute copies of Checklist 3 to the large group, that is, to those not participating in the discussion. Ask them to observe the group discussion carefully. This will help them to answer the questions outlined in the checklist.

Start the group discussion. Allow it to continue for about ten minutes.

At the end of the discussion, give the large group five minutes to fill out the checklist.

Then read out each question from the checklist and ask the large group to respond to it.

Emphasize that the objective of this exercise was not to evaluate or pass judgements on the performance of the volunteers, but to learn how a group situation has its own dynamics and how these dynamics influence the communication of the group members.

Encourage the "players" as well as the "observers" to share their responses. Make sure that the "moderator" has a chance to share her feelings and observations as well.

Finally, display Poster 11 and sum up the exercise by taking the participants through the points outlined in the poster.



1 hour

DAY 5

Session 1

EXERCISE 2

Methodology

Poster presentation
Large group interaction

Materials

Poster 12 A, 12 B and 12C
Handout: *Aspects of group communication*



1 hour

Objective

To explore effective methods of group communication

ACTIVITY

Display Poster 12 A on the blackboard. Ask the group to listen carefully as you read out the situation outlined in the poster.

Discuss the situation with the large group and ask them to come up with suggestions as to how the outreach worker should communicate with the group in that particular situation.

In a similar way, put up Posters 12 B and 12C one by one and discuss with the large group how the outreach worker should handle the situation described in each poster.

The situations depicted in the posters as well as the analysis of each situation is presented below for your reference.

SITUATION DEPICTED IN POSTER 12A

5-6 truck drivers are having a discussion on the election results. A senior truck driver, Nizambhai, notices outreach worker Suraj, calls out to him and asks him how he is. Suraj joins the group. He recognizes some of the older drivers from his earlier interactions with them. However, he does not know any of the younger drivers.

Nizambhai introduces Suraj to the group.

What should Suraj do in this situation?

ANALYSIS

Suraj's observation should alert him to the fact that this is a mixed group - in terms of age and level of information. He should also recognize that the younger members may feel uncomfortable in front of the senior members.

Suraj could begin by asking Nizambhai what information he should give the younger drivers. He could then encourage the older drivers to provide the information. This would help reinforce key messages among the older drivers.

While the session is underway, Suraj should observe the group dynamics. If the younger drivers are not talking, he should realize that they may be feeling uncomfortable in the presence of the older truck drivers. He could therefore ask them to come for another session when they are free.

Suraj could use any media material that is appropriate to conduct the session.

SITUATION DEPICTED IN POSTER 12B

Outreach worker Meena is at a transport company office. She has called 6-7 drivers whom she has met previously, to come and see a flip chart on condom use. As she is narrating the story, some new drivers join the group, while others leave as their names are called. When Meena starts showing the pictures on condom use, some drivers begin to giggle and start talking amongst themselves.

How should Meena handle the situation?



ANALYSIS

Meena must recognize that this is a very fluid group, where drivers are joining and leaving the group. She should accept this as an environmental constraint and not be discouraged by it.

The constraint could be overcome to a large extent by constantly repeating key messages such as "STDs can be prevented", "Use condoms", "Take complete treatment cure STDs". This would ensure that important information reaches even those members who join the group in the middle of the session.

When faced with the discomfort of the group as expressed through their talking amongst themselves, Meena should reassure the drivers that there is nothing dirty about condom use. Just as a truck has a windscreen to protect the driver from rain and dust, we too need to protect ourselves from ill-health. Just as a doctor wears gloves during an operation for her own as well as for the patient's protection, wearing a condom protects both the partners.

As far as the giggling is concerned, Meena has to recognize that it is a spontaneous reaction, and not get too worked up. She should talk about it only if it interferes with the session- acknowledge that anyone would feel embarrassed by these images but that there is nothing dirty or wrong about them.

It is also important to let the truck drivers know that they are not being targeted, that there are groups carrying out similar awareness programmes in communities, colleges, offices and factories. Meena could also point out that since the truck drivers travel a lot, they could pass on the information to people they meet and in this way they could help in creating awareness about an important health issue.

SITUATION DEPICTED IN POSTER 12C

Shiraz has been invited by a transport union to organize a lecture on STDs and AIDS at which at least fifty drivers will be present.

How can he make his lecture interesting and effective?

ANALYSIS

This kind of situation gives the outreach worker an opportunity to give complete information, because he is communicating with a fixed group over a relatively long period of time. At the same time, intensive dialogue and discussion may not be possible because of the large size of the group.

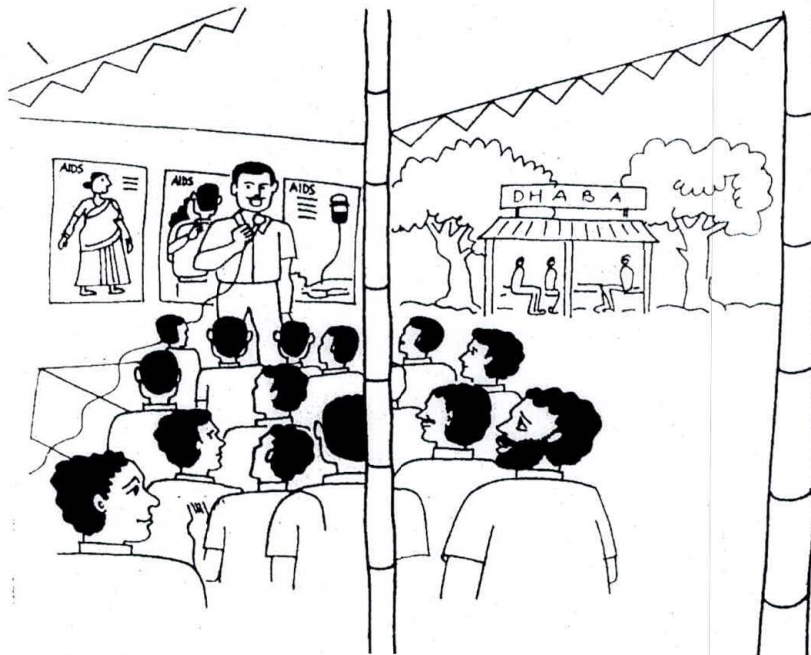
Such a session should not last longer than 30-45 minutes since the audience consists of people who are not used to sitting for long periods of time and listening to lectures of this kind.

Shiraz could use the first 15 minutes to give information. This could be followed by a question-answer session. Then there could be a condom demonstration. The last five minutes could be used for summing up and repeating key messages, and for giving details regarding follow-up.

The lecture could begin with a brief introduction (or himself, his organization and the reason for his talk). In order to make his talk interesting, Shiraz could use some visual material such as large-size posters (which he has to prepare in advance).

Another way of sustaining the interest of the audience is to involve them in the lecture. For example, instead of moving from causes to symptoms to prevention in one long speech, he could pause in between to ask questions like "Did you know that anyone can get AIDS?" or "Does anybody know the symptoms of a sexually transmitted disease?"

Before ending the lecture, Shiraz could give a little more information about his organization and also tell the audience that they can meet him after the lecture. This way, Shiraz can follow up the lecture with one-to-one or group sessions.



Conclude the exercise by distributing copies of the handout entitled *Aspects of group communication* to the participants. Ask them to read the handout carefully before the practice session of the day.

DAY 5

Session 2

EXERCISE 1

Methodology

Game

Materials



45 minutes

Objective

To explore the strategies we can use to motivate behaviour change

ACTIVITY

This game is played in three rounds.

Call for four volunteers.

Take them aside and give separate instructions to each of them.

Make sure that the other volunteers do not hear the instructions.

After the instructions have been given, request them to leave the room.

Instructions to Volunteer A

You are going to be persuaded by three volunteers, who will interact with you one by one, to come with them to see a particular film. You are not keen on seeing the film and hence you will do your best to resist.

Instructions to Volunteers B, C and D

You are very keen on seeing a particular film. You therefore do your best to persuade Volunteer A to come with you.

(Although the instructions are the same, give them separately to the three volunteers.)

Round One

Request Volunteers A and B to come inside and start the game.

Let the interaction go on for five minutes. Then ask the volunteers to stop.

This game has the potential of illustrating the different strategies we use to persuade people. It is quite likely that Volunteer B may try to coax, beg, plead, throw a tantrum and so on to persuade Volunteer A to do as he wants.

There is no way of predicting the outcome of the interaction. Volunteer A may keep resisting, or he may finally give in.

Round Two

Call in Volunteer C and play the game again. This time it is Volunteer C's turn to persuade Volunteer A.

Stop the game after five minutes.

Round Three

In this round, Volunteer D persuades Volunteer A.

At the end of the three rounds, ask Volunteer A to tell the large group which volunteer was the most persuasive and why.

Then discuss the same question with the large group.

Sum up the exercise with the help of the following points.

As we saw in the game, **it is not easy to motivate people.** It takes effort to motivate someone, even for something as trivial as coming to see a film. The game also showed that our efforts at motivating others can result in full, partial or no success.

The game therefore reminds us of some important points regarding our work of motivation.

- **Motivating our groups to bring about change in those aspects of behaviour which are based on strongly held beliefs and values is a difficult task.**
- We may not succeed in motivating our groups in just one interaction.
- We may not succeed in every case -- we may be able to motivate some people but not others.
- We may achieve partial success -- we may be able to bring about change only in some aspects of behaviour, or we may succeed for a limited time before the person goes back to his original behaviour.
- There may be some cases where, despite our best efforts over a series of interactions, we may fail to motivate.

We must accept these facts so that we do not get discouraged and frustrated and so that we do not make unrealistic demands of ourselves.

At the same time, we need to do everything possible to motivate our groups. This includes

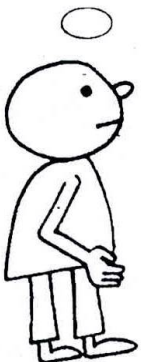
- Looking for innovative strategies to motivate -- using, for example, the truck drivers' love for family to make the point that unsafe sexual practices can put not only their own health but also the health and well-being of their family at risk.

- Emphasizing positive messages -- for example, "STDs can be prevented", "Most STDS can be fully and completely treated".
- Relating information to their lives.
- Providing alternatives.
- **Relating to the groups in such a way that they do not feel they are targets for information-giving but people whom we are genuinely concerned about.**

Finally, we need to keep in mind that we are not the only ones in the Project who are responsible for motivation. It is, for example, also the counsellor's role to motivate our groups to go to the doctor and to continue with the treatment. Therefore, **we should not take the entire responsibility of motivation upon ourselves.**



Wonder who thought
of this strategy...



Objective

To explore ways of dealing with misconceptions among our groups

DAY

5

Session 2

EXERCISE 2

Methodology

Role-play
Large group interaction

Materials

Case-sheet 11
Checklist 4



1 hour

ACTIVITY

Divide the participants into three groups. Distribute copies of Case-sheet 11 to each group. Assign one situation outlined in the Case-sheet to each small group.

Give the groups ten minutes to prepare for their role-plays. Then ask all the participants to reassemble as a large group.

Distribute Checklist 4 to all the participants. Tell them that after each role-play they have to fill out the relevant portion of the checklist. (The group performing the role-play does not fill out the portion of the checklist which deals with their role-play.)

Ask the first group to perform the role-play. After the performance, give the large group five minutes to write their responses in the checklist

Then conduct a discussion on the role-play with the large group, on the basis of the questions outlined in the checklist.

Follow the same procedure for the other two role-plays as well.

Sum up the exercise with the help of the following points.

As we saw in the role-plays, our groups have many misconceptions with regard to STDs. Before we try to find ways of dealing with them, let's spend a little time discussing how misconceptions get generated.

How do misconceptions get generated?

Often our groups are not ready to accept the information we give them because it contradicts what they believe. These misconceptions or wrong beliefs could be the result of

- **Incorrect information**

For example, a person may wrongly believe that STDs are not curable.

- **Incomplete information**

A person may know how STDs are caused but may not know that there is a practical way to prevent them by using condoms.

- **Distorted information**

A doctor could have prescribed some medicines and told the patient that the swelling would subside within three to five days. The patient may, however, have understood this to mean that he would be cured within three days. He may therefore lose faith in the medical treatment, if there is no improvement by the fourth day.

In this case, it is the wrong interpretation of what the doctor told the patient that led him to believe (wrongly, of course), that medicines prescribed by medical practitioners do not work for STDs.

- **Traditional beliefs**

When people grow up hearing wrong beliefs such as "Having sex with a virgin can cure STDs" or "It is not manly to use condoms", or when these messages are reinforced by their peers and by the environment around them, they may take these wrong beliefs to be the ~truth".

How should we deal with misconceptions?

We should not dismiss them outright. In fact, we should take care to see that we do not, either through our words or our body language, make the person feel that he is foolish or ignorant.

We could acknowledge that the misconception as voiced by the person is quite common. And then we could ask the person to explain why he holds such a belief.

Next, we should gently but firmly counter the misconception by providing the correct information or facts.



Since beliefs are deep-rooted, we may not always be able to "erase" a misconception with just one "dose" of information.

We may need repeated opportunities to make our groups accept the correct information. We could also involve people whom our groups look up to and respect -- such as peer educators -- to reinforce the correct information.

Objective

To have an opportunity to put into practice some of the skills and learnings highlighted during the day

DAY 5

Session 3

EXERCISE 1

Methodology

Role-play

Materials

Practice sheet 4
Practice checklist 4

ACTIVITY

In this practice session participants are involved in performing and analyzing four role-plays.

The procedure to be followed for each role-play is outlined below.

1. Call the required number of volunteers to act in the role-play. Guidelines on the number of actors in each role-play as well as on how to instruct them about their roles are outlined in the box at the end of this exercise.
2. Instruct the actors regarding their roles. These instructions (for each role-play situation) are outlined in Practice sheet 4. You could tear out the instructions from this sheet and hand them over to the actors.
3. Explain to the actors that while performing the role-plays they should keep in mind the points discussed and learnt during the course of the day. These included:
 - * Aspects of effective group communication
 - * Dealing with misconceptions.
4. Distribute copies of Practice checklist 4 to the large group, that is, to everyone who is not enacting that particular role-play. Instruct the large group to go through the checklist before the role-play begins, observe the role-play carefully and note down their comments at the end of role-play.
5. Begin the role-play.
6. After the performance, involve the large group in analyzing the role-play. Use the checklist as a guide line. Read out each point from the checklist and ask for responses from the large group.
7. Encourage the actors to respond to the observations made by the group and to share what they felt while performing the role-play.



2 hours

8. Ask the actor who performed outreach worker's role to share the way in which she used the day's learnings while enacting the role-play.
9. Appreciate the efforts of the actors as well as the observers before proceeding to the next role-play.

Situation No.	Number of actors	Instructions regarding roles
1	5 truck drivers + 1 outreach worker	Separate instructions for outreach worker; instructions together for group of truck drivers.
2	5 truck drivers + 1 outreach worker	Separate instructions for outreach worker; instructions together for group of truck drivers.
3	1 helper + 1 outreach worker	To be given separately to each volunteer.
4	1 mechanic + 1 outreach worker	To be given separately to each volunteer.



Objective

To have a complete picture of the main elements that make for effective interpersonal communication between us and our groups

DAY 5

Session 4

EXERCISE 1

Methodology

Small group work
Script analysis

Materials

Script 3



1 hour 45 minutes

ACTIVITY

Divide the participants into two groups. Distribute copies of Script 3 to all the participants. Instruct the groups to read both Part A and Part B of the script.

Instruct the first group to analyze Part A of the script and the second group to analyze Part B. The analysis should focus on the following points.

- * Briefly describe what Amir is doing in the section of the script allotted to you.
- * Comment on the way Amir performed his tasks.
- * What have you learnt from the way he handled different aspects of the interaction?
- * Do you think he could have handled any aspects better? Give your suggestions.

Give the groups 30 minutes to work out their analysis.

Remind them that one member from each group will have to present their analysis to the large group.

Ask the first group to make their presentation.

Appreciate the efforts of the group and then discuss the presentation with the large group.

Use the analysis given below as reference.

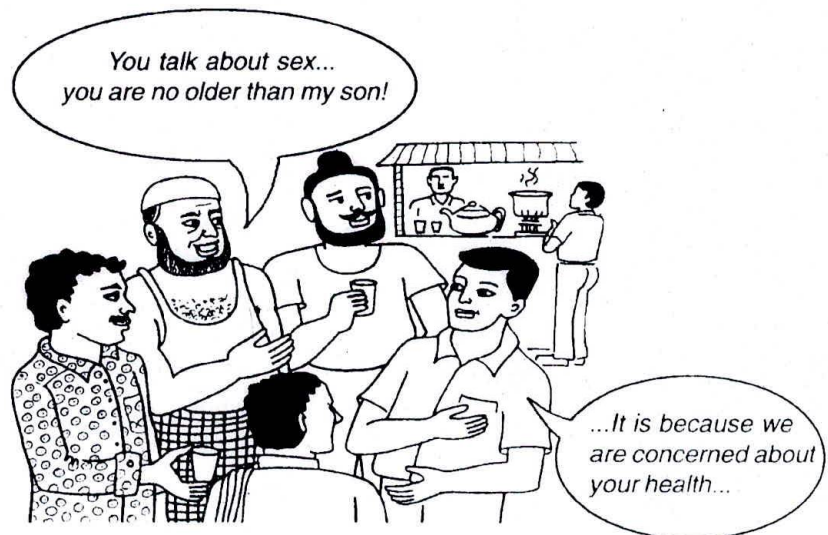
Follow the same procedure for the second group.

ANALYSIS OF PART A OF SCRIPT

- Amir met a repeat contact, Ramu. From interaction it was clear that Amir had established a good rapport with him. Ramu was keen to give him the news about his newly born daughter. He talked about his own health also. All this showed that for Ramu, Amir was a health worker as well as his friend. Amir also reciprocated by being friendly.

- It was evident that Amir had the support of the local community. The transport company manager, for example, was acting as a link and keeping him informed about the truck drivers.
- Amir handled the group dynamics effectively.
 - He did not get upset by Santa Singh's hostility.
 - He clarified his role and explained why health workers like him talked about issues related to sex.
 - He also dealt effectively with their feeling of being targeted. He explained that information about STDs and AIDS was being given to everybody - college students, office workers, basti women and youth.

In this way, Amir used a rational approach to handle the group's feelings of hostility, apprehension and mistrust.



- Amir did not immediately start giving information. He took cues from the truck drivers themselves to further the interaction: if they asked a question, he answered it; if there was a misconception, he clarified it. His explanations were convincing and presented in simple language.
- Also, Amir was careful not to dismiss the truck drivers' opinions and views, even if he did not agree with them. For example, when Periasamy voiced the misconception about pungent food causing STDs, Amir first acknowledged that there were many people who thought like that. Then he clarified the misconception. In this way, he ensured that Periasamy did not look ridiculous in front of his peers.
- Amir used the flip chart to give the main information only when he felt that he had established a good rapport with the group. He also sought permission from the group by asking them whether they wanted to listen to the story he had to tell.

ANALYSIS OF PART B OF SCRIPT

- Before starting with the story of the flip chart, Amir said a few words about the story -- to set it within a context. He also told the group to ask him questions at any time. In this way, he sent a clear signal to the group that he wanted them not just to listen to the story but also to participate in it. An environment for a two-way interaction was thus created by Amir.
- Amir related the story to the group's experience -- telling them that they too must be used to bring stuck in traffic jams, just like Ustaad and Vijay in the story.
- When talking about commercial sex workers, Amir made general observations. He did not ask the group about their particular in this regard. This way, the issue of visiting or not visiting commercial sex workers did not become a personal one. The group members did not feel targeted and therefore remained open to receiving critical information.
- Whether Amir was talking about visiting commercial sex workers or about anal sex, his approach was non-judgemental.
- Although Amir used a flip chart, he went beyond its scope, wherever he thought it was necessary. For example, the flip chart mentioned that anal sex increased the chances of getting a clear explanation so that the group could understand the relationship between anal sex and HIV.
- Amir encouraged the group members to participate in the discussion.



- He clarified misconceptions gently but firmly. Amir was careful not to offend the group member whose question called for a clarification. On the other hand, he saw to it that the correct explanation was provided.
- Amir's language was simple. His facts were correct.
- Amir reinforced the key messages at the end of the session.
- Even after the session had more or less come to an end., Amir remained observant. That is when he noticed that Josey wanted to say something. And, because he had the support of the local people, Amir could call upon the tea stall owner to translate for them
- Amir took every opportunity to reinforce his concern for their health.
- He made sure that the group knew how to get in touch with him. This way he set the stage for follow-up.

Sum up the exercise with the help of the following points.



As we saw in Amir's case, **each interaction is unique**. Factors such as time of day, time available for the interaction, the kind of site and physical environment, the nature of the group, our state of mind -- all these factors make each interaction different.

Each interaction therefore makes its own demands as to how to approach, how to give information and how to motivate our groups to adopt safer sex practices. There is no single, correct way of doing this.

This means that we have to use our own judgement and skills in choosing communication strategies which are most appropriate to a particular group at a particular point. At the same time, all our interactions with our groups must be based on values such as respect and trust and a genuine concern for their well-being.

Objective

To sum up the main learning points of Day Five of the workshop

DAY 5

Session 4

EXERCISE 2

Methodology

OHP presentation

Materials

OHP sheet 8

ACTIVITY

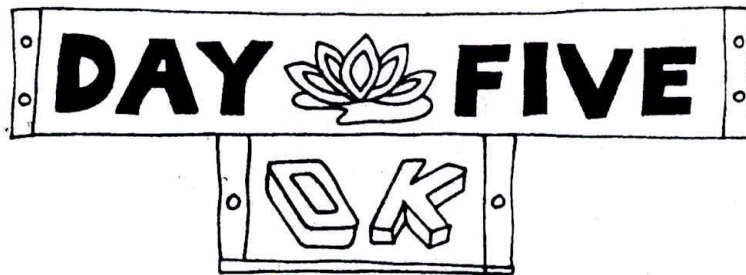
Project OHP sheet 8.

Invite a volunteer from the large group to read out the first learning point projected on the screen. Ask her to talk briefly about the activity that focused on that point.

Similarly, invite other volunteers to talk about the other learning points.



15 minutes



Resource Materials

DAY 5

Session 1

EXERCISE 1

Checklist 3

1. Did all the members of the group actively participate in the discussion?
2. Did some of the members dominate the discussion?
3. Did the discussion remain focused on the theme, throughout?
4. Did you find the discussion lively and interesting?
- 5a. What is your general impression of the group leader's role in the discussion?
- 5b. Did the group leader introduce the topic and sum up the discussion?
Should she have done so?
- 5c. Did the group leader involve everyone in the discussion?
- 5d. If some members dominated the discussion, how did the group leader handle the situation?
- 5e. What did the group leader do to ensure that the discussion remained focused on the topic? What did she do if it moved away from the topic?

DAY 5

Session 1

EXERCISE 1

Poster 11

Group Communication

Our Audience

- Different group members may respond differently; some may dominate discussion, some may remain silent...
- Different points of view may lead to heated arguments.
- Discussion may tend to move away from the main topic.

Our Role

- Make everyone comfortable by creating an open and friendly atmosphere.
- Initiate discussion by putting forth one point of view and inviting responses.
- Ask specific questions to draw out different opinions.
- Interrupt heated arguments gently but firmly.
- Ensure that certain rules are followed -- no personal remarks, everyone's opinion must be listened to and respected.
- Keep discussion focused by bringing back attention to the main topic.
- Use appropriate media material to keep the group interested in the topic
- Sum up all points of view to conclude discussion.

DAY 5

Session 1

EXERCISE 2

Poster 12A

5-6 truck drivers are having a discussion on the election results. A senior truck driver, Nizambhai, notices outreach worker Suraj, calls out to him and asks him how he is. Suraj joins the group. He recognizes some of the older drivers from his earlier interactions with them. However, he does not know any of the younger drivers. Nizambhai introduces Suraj to the group.

What should Suraj do in this situation?



DAY 5

Session 1

EXERCISE 2

Poster 12B

Outreach worker Meena is at a transport company office. She has called 6-7 drivers whom she has met previously, to come and see a flip chart on condom use. As she is narrating the story, some new drivers join the group, while others leave as their names are called. When Meena starts showing the pictures on condom use, some drivers begin to giggle and start talking amongst themselves. **How should Meena handle the situation?**



DAY 5

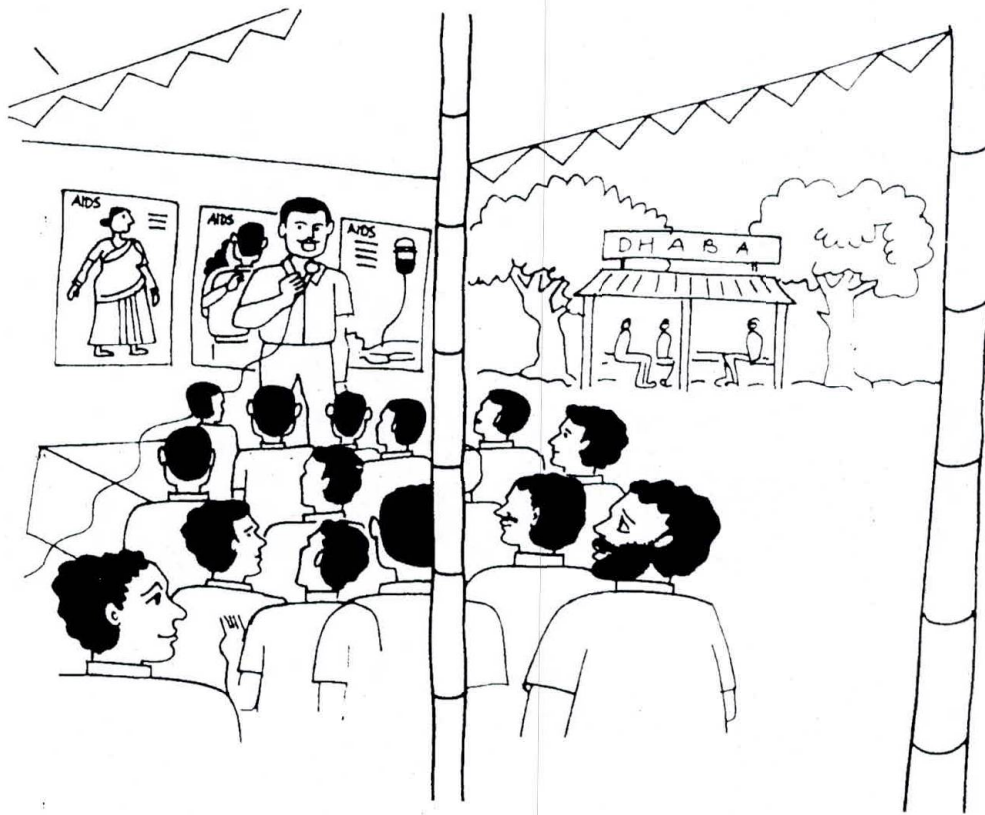
Session 1

EXERCISE 2

Poster 12C

Shiraz has been invited by a transport union to organize a lecture on STDs and AIDS at which at least fifty drivers will be present.

How can he make his lecture interesting and effective?



DAY 5

Session 1

EXERCISE 2

Handout

Aspects of group communication

- The pattern of interaction or the nature of interaction among the members of a group can be loosely called group dynamics. Since a group consists of different individuals, the way each person reacts will be different. For instance, some members may be more vocal, while others may be quiet. Some may cooperate more than others, some may have greater influence within the group.
- Generally, those who are older or more educated or experienced, or have a better economic status, exert more influence over the other members of a group. Such people could be a positive force within the group. They can be used as leaders by giving them some responsibility.
- However, sometimes such individuals could dominate the group to such an extent that other members may feel inhibited or unable to speak. In such a situation, we have to make a greater effort to make everyone participate. We could ask different members to summarize key points, invite them to share their views -- in these ways we could ensure that everyone feels involved.
- If we notice that some members of a group are particularly shy or hesitant to speak, perhaps because they are younger, we could ask them to come and see us separately or encourage them to ask questions.
- Sometimes there may be individuals within a group who do not listen, who disturb the others by talking, who may even get aggressive and ridicule the whole activity. In such a situation, we should address the problem by talking to such individuals, by requesting them to listen and by encouraging them to share their own experiences. It is also possible that the group itself may exert some pressure on such non-cooperative individuals.
- Peers can be a great support in helping us in the process of giving information. For example, if one or two commercial sex workers support our message of condom use, it becomes easier to convince the whole group. However, we should take care to see that peer support does not turn into peer pressure. We must ensure that each group member feels free to express her views even if they are different from the views of her peers.

- Media material could be used to hold a group's attention or initiate a discussion
- At the beginning of any group discussion, we could lay down some ground rules -- that everyone's opinion must be listened to and respected; that ridiculing or pointing fingers at group members will not be permitted, and so on.
- Personal questions must be avoided during a group session. If anyone has any personal questions, they could meet us personally for clarification.
- While conducting group sessions, we also have to play the role of a moderator. We have to ensure that arguments do not get too heated and that the discussion remains focused on the main topic. At the same time, we need to create an atmosphere in which our groups feel free to express their opinions and share their ideas.
- A group is a unit but we should always remember that every individual in a group is important, and give equal attention and respect to each member of the group.

DAY 5

Session 2

EXERCISE 2

Case-sheet 11

Situation One

Outreach worker Geeta is giving information to a group of truck drivers. Padam, a senior truck driver, says that there is nothing like STDs, and that it is just the body heat that sometimes comes out. Another truck driver, Venkat, agrees with Padam and says that there is no need to go to the doctor -- that the best cure is washing the area with radiator water.

In the role-play, show Geeta handling this situation.

Situation Two

Outreach worker Ranjit is talking to truck driver Lakhan about the use of condoms. After sometime, truck driver Bahadur joins them. He listens for a little while and then tells Lakhan not to waste his time with condoms -- that they are useless and that they take away the fun. Lakhan asks the outreach worker whether this is true.

In the role-play, show Ranjit handling this situation.

Situation Three

Outreach worker Archana is talking to commercial sex worker Pinky who has symptoms of an STD. Archana gives Pinky the address of an STD clinic. Pinky tells the outreach worker that she is ready to take whatever medicines Archana gives her. But she will not go to any clinic as she has heard that doctors give injections and kill people who have such diseases.

In the role-play, show Archana handling this situation.

DAY 5

Session 2

EXERCISE 2

Checklist 4

Analyze the three role-plays on the basis of following points:

Role-play 1 Role-play 2 Role-play 3

1. What was the misconception?			
2. What could the reasons be for the person to have the misconception?			
3. What was the outreach worker's response?			
4. Did the outreach worker's words and body language convey an attitude of disrespect or ridicule towards the person?			
5. Did the outreach worker give correct information?			
6. Do you think that the outreach worker's handling of the situation was effective?			

DAY 5

Session 3

EXERCISE 1

Practice sheet 4

Practice situation One

Outreach worker

At a halt point, an outreach worker sees a group of five truck drivers relaxing outside the dhaba. The outreach worker has not seen them at this halt point before. He wants to approach them, get to know them and give them some information, if necessary. He is also carrying some media material.

You have to play the role of the outreach worker.

Group of truck drivers

Outside a dhaba, five truck drivers are relaxing for a little while. They have just finished their lunch and have about half an hour before they have to set out again. They are approached by an outreach worker who has a discussion with them.

Bajirao

Is a senior truck driver who is respected by everyone. He takes an active part in the discussion. Once or twice he even helps out the outreach worker by handling the questions and comments of his fellow drivers.

Navneet

Is a young truck driver. He has some information on STDs but is hesitant to talk.

Shakeel

Actively participates in the discussion. He wants to use this opportunity to clarify his doubts. He also wants to know more about STDs and asks many questions.

Arunbhai

Joins the group in the middle of the discussion and listens attentively.

Susheel

Joins the group in the middle of the discussion. Though young, he tries to dominate the group by intervening in the discussion and answering the other drivers' questions.

Five participants have to play the role of the five truck drivers.

Practice situation Two

Outreach worker

At a transport company, an outreach worker is chaffing with a group of truck drivers with whom he is familiar. Just a few days earlier, he had taken a session with them on STDs. One of the group members now tells him to give them information on AIDS. Therefore, the outreach worker begins by giving them some general information on AIDS. He then explains the signs and symptoms.

When the role-play begins, the outreach worker is just starting to give information on treatment...

You have to play the role of the outreach worker.

Group of truck drivers

A group of five truck drivers are chatting with an outreach worker whom they are familiar with. They have interacted with him just a few days earlier, when the outreach worker had conducted a session on STDs. One of the truck drivers now asks the outreach worker to talk to them about AIDS. The outreach worker does so, giving them some general information and also explaining the signs and symptoms.

When the role-play begins, the outreach worker is just starting to give information on treatment...

Sriprakash

Has been listening attentively. When the outreach worker starts talking about treatment, he insists that there is a cure for AIDS and that his friend has met people who have been cured. He is determined to make the outreach worker agree with his point of view and is unwilling to accept the explanation offered by the outreach worker.

Kanaiyalal

Agrees with Sriprakash. He says that he too has heard such stories.

Uday Singh

Tells the others to give the outreach worker a chance to finish his explanation.

Michael

Wants the outreach worker to talk about prevention. He looks scared.

Jeetendra

Makes fun of Michael -- "What is there to be scared of... we all have to die one day or another... if not from AIDS, then from a road accident..."

Five participants have to play the role of the five truck drivers.

Practice situation Three

Outreach worker

At a No Entry Point, an outreach worker notices a helper resting near his truck. He approaches him and spends a few minutes in general chit-chat. He then wants to move on to information-giving.

You have to play the role of the outreach worker.

Helper

George is resting near his truck. He is not feeling well and suspects that it is because of the painful itch which he has developed around his genital area. He is worried about his condition and indirectly tries to convey this to the outreach worker. However, he is not very open to the idea of going to the doctor for treatment. Therefore when the outreach worker talks about treatment, he resists the idea initially.

You have to play the role of the helper.

Practice situation Four

Outreach worker

An outreach worker is having a friendly chat with Krishna, the mechanic to whom all the truck drivers entrust their vehicles. Krishna has always been helpful towards the outreach worker. For example, Krishna had agreed to display posters on STDs outside his garage and even sends truck drivers to the outreach worker for advice occasionally.

During this interaction, the outreach worker is requesting Krishna to keep a box of condoms in his garage and to make them available to those who ask for them.

You have to play the role of outreach worker.

Mechanic

Krishna has done his best to help the outreach worker in his work. He had agreed to display posters on STDs outside his garage. He even sends truck drivers to the outreach worker for advice occasionally.

During this interaction, the outreach worker is requesting Krishna to keep a box of condoms in his garage and to make them available to those who ask for them.

Krishna does not know how to react to this request. He is not sure whether he wants to get involved in condom distribution.

You have to play the role of the mechanic.

DAY 5

Session 3

EXERCISE 1

Practice checklist 4

Checklist for Practice situation One

1. Did the outreach worker involve all the group members in the discussion?		
2. Did he use different strategies to handle the senior and the younger truck drivers?		
3. Did he encourage the quiet members to share their thoughts and ideas?		
4. Did he repeat the key messages to reinforce the information as the group was fluid?		
5. Did he make an effort to involve the members who joined late?		
6. Did he handle the dominating group member tactfully?		
7. Was the outreach worker able to keep all the group members interested?		
8. Was it necessary to use media material in this situation?		
9. Did the outreach worker ask questions to involve all the members in the discussion?		
10. Did he involve the group members to sum up the discussion and repeat the key messages?		

Checklist for Practice situation Two

1. Did the outreach worker deal with the point raised by Sriprakash?	
2. Did the outreach worker create an environment that facilitated participation?	
3. Was the outreach worker able to address the wrong belief of Sriprakash and Kanaiyalal?	
4. Was he tactful while addressing the myths regarding the treatment of AIDS?	
5. If the truck drivers are not convinced by his explanation, should the outreach worker consider his efforts to have failed?	
6. Did the outreach worker use Jeetendra's comments as an opportunity to talk about prevention of AIDS?	
7. How did the outreach worker handle the other group dynamics?	
8. Did he involve the group members to sum up the discussion and repeat the key messages?	
9. Did he deal with the misconceptions of the group members?	
10. Did the outreach worker use any member from the peer group to deal with misconceptions or other related issues?	

Checklist for Practice situation Three

1.	Was the outreach worker able to identify George's problem?		
2.	Did he encourage George to share his problem?		
3.	Did he deal with George's problem sensitively?		
4.	Did the outreach worker handle George's initial resistance to treatment?		
5.	Did the outreach worker use the right strategies to motivate George?		
6.	Was he finally able to motivate George to seek treatment?		
7.	What strategies did the outreach worker use to motivate?		
8.	If the outreach worker was not successful, what could the reasons be?		

Checklist for Practice situation Four

1. How did the outreach worker bring up the topic of Krishna stocking condoms?	
2. Was he successful convincing Krishna?	
3. If the outreach worker was not successful, what could have been the reasons?	
4. Can you suggest any other strategies to convince Krishna?	
5. Did the outreach worker handle Krishna's initial resistance to stocking the condoms?	
6. Did the outreach worker use the right strategies to persuade Krishna?	

DAY

5

Session 4

EXERCISE 1

Script 3

Part A

Scene: Transport Company Office

The transport company manager calls out to outreach worker Amir who is talking to some drivers.

Manager

Arre, Amir -- Ramu is looking for you.

Amir

Jalgaonwalla Ramu?

Manager

Correct.

Amir

Where is he, I have not seen him for some time?

Just then, the manager sees Ramu coming towards them.

Manager

Ramu, you will live hundred years-- I was just talking to doctorsaab about you.

Amir

Seeing you after a long time, Ramu! How is everything?

Ramu

Everything is fine. My wife... she... I have baby' girl now.

Amir

Congratulations! What have you named her?

Ramu

We are thinking of calling her Madhuri.

Amir

That's nice. And how is Madhuri keeping?

Ramu

In good health. Actually, I was unwell -- had fever for 3-4 days, but now I am okay.

Amir

Anyway, it is good to see you.

Ramu

Me too. I was asking manager about you.

Amir

Anything the matter?

Ramu

No, nothing. I just want you to meet some of my friends. They are sitting at the tea stall. You will come?

Amir and Ramu walk towards the tea stall.

Scene: Tea Stall

Ramu introduces Amir to a group of drivers -- Santa Singh, Abdul Razak, Vikram Yadav and Periasamy.

Ramu

And this is doctorsaab. You all talk to him. I will come back in a little while.

Ramu leaves.

Santa Singh

So, you are the doctorsaab?

Amir

That's what Ramu calls me. But actually, I am not a doctor. I am a health worker from XYZ organization.

Santa Singh

Looks like you people are everywhere. I saw one of your kind at previous halt point-- talking about condoms and sex...

Amir

So you met a health worker at the previous halt point... good! What all did he tell you?

Santa Singh

Who is interested in what he said!

Abdul Razak

Santa Singh, will you keep quiet!

But is it true Amir -- you talk about sex -- why, you are no older than my son!

Amir

We give information on specific types of illnesses; you may have heard about STDs -- these diseases can be easily prevented and are caused due to unprotected sex. That is why we health workers have to talk about sex. It is because we are concerned about your health.

Vikram Yadav

What is unprotected sex?

Amir

Unprotected sex means having sex without using a condom.

Santa Singh

But why should we use condom, it causes more problems and takes away the fun

Amir

Many people feel that using condoms takes away the pleasure. Actually, a condom is made of very thin rubber. It is so thin that it does not really take away the enjoyment. What the condom takes away is the worry -- of getting certain diseases that are transmitted through sexual activity. If you see it in this way, you could say that condoms increase pleasure by allowing us to be tension-free.

Periasamy

But I heard that such diseases are caused by eating pungent food. That is why I have stopped eating chillies.

Amir

There are many misconceptions about how STDs are caused.

Some people think they are caused by eating pungent food. Some people think the long hours of driving causes STDs. All this is not true. An STD is a type of illness. Like any other illness, there are scientific reasons why an STD is caused. One of the main reasons is having sex without using a condom.

Santa Singh

You keep talking about condoms. Is there nothing else you can give us information about? And, let me ask you another thing -- why are you talking to us about these things? These things only happen to people who go to those women!

Amir

It is true that commercial sex workers have sex with many people and so they have a greater chance of getting an STD. And they can also pass on the disease to their customers. But it is not true that only people who go to commercial sex workers get STDs. Anybody who has unprotected sex can get an STD. And that is why information about STDs and AIDS is given to everybody -- college students, office workers, basti women and youth -- so that everyone can protect themselves.

Amir (continues)

We health workers work on the highway and that is why we get the opportunity to give information to you, to talk to you, so you can protect yourselves. And, you can help others also by giving them the information.

Santa Singh

Information is not going to change anything!

With that, Santa Singh walks away, grumbling. Two other drivers join the group. They are Anthony Jose and Partap Singh.

Abdul Razak

You continue Amirbhai -- pay no heed to that man.

Amir

Well, I could tell you a story about a truck driver and what happened to him.

Abdul Razak nods his consent. So, Amir opens his bag, takes out a flip chart entitled "Dosti Wohi Joh" and settles down to conduct a session.

End of Part A.

Part B

Scene: Tea Stall

With flip chart entitled "Dosti Wohi Joh" in hand, Amir begins a group session with the truck drivers.

Amir

This is a story about some drivers. I will tell it with the help of these pictures. You feel free to ask me questions at any time.

Amir shows Picture One.

There is a traffic jam on the highway. And along with many other trucks, Ustaad and Vijay's truck is also stuck in the jam. Situations like this must be very familiar to all of you, getting stuck in the heat for hours and hours...

Periasamy

It is a daily problem. So much time is wasted!

Amir

Finally, quite late in the evening, Ustaad and Vijay halt at Rustom's dhaba where they meet their friends. They have a meal together. Rustom asks them, "Will you be spending the night here or are you visiting Juliet?"

Amir notices his audience whispering among themselves.

Amir (matter of factly)

Since truck drivers live away from their families for very long periods of time, some of them visit commercial sex workers to satisfy their sexual need. Some have sex with other men.

Amir continues with the story in which truck driver Nikka gets an STD. Amir clarifies some misconceptions about how STDs can be treated. The discussion moves on to anal sex as one way of avoiding STDs. Amir shows them the picture of driver Singh who is suggesting that his friend should "try/reverse gear". Ustaad dismisses the suggestion saying it increases the risk of being infected with AIDS.

Amir (asks the group)

What do you all think? Does anal sex increase the chance of getting HIV?

Some of the drivers say yes, others say that they don't know.

Amir

Anal sex does increase the chance of getting infected by HIV. This is because the anus is not naturally moist and therefore can get cuts and bruises which may bleed. If one of the partners has HIV he can pass it onto his partner when his semen comes in contact with the exposed blood. It is this HIV that can cause AIDS.

Amir continues with the story -- how Ustaad and Nikka and Sukhi go to a doctor who tells them about STD treatment and prevention.

Abdul Razak

But why should we go to doctor for treatment? It takes so much longer. There is a man who sits at the Poolwalla halt point. My friend says he gives some powder which cures much faster.

Amir

Some people do take such medicines and they may even feel better for some time, but what we must remember is that they are not completely cured of the disease. Actually, what happens is that some of the symptoms may disappear with such street medicine --but the disease still remains inside the body. That is why it is so important to go to a qualified doctor and to complete the full course of treatment, however long it takes.

In this way, Amir takes the truck drivers, page by page through the flip chart, till the story is over. Then he reinforces the key messages including the importance of using condoms every single time.

Partap Singh

But condoms are useless -- they tear or slip out.

Amir

This may have happened to some people, but if a condom is worn properly, it will not tear. Nor will it slip off. I will show you how to use the condom.

Amir does a condom demonstration.

Abdul Razak

Looks like you are a master in using condoms. Look at me, I am double your age, and still I don't know!

Amir

I am not a master. But yes, I did learn how to use the condom correctly. Because it is my job to show others, and to make them learn as well. That way they can protect their own health and the health of their loved ones. And one more thing, it does become easy with practice. In fact, would any of you like to demonstrate the right way of using a condom?

Partap Singh volunteers. Amir helps him with the condom demonstration. He then concludes the session by repeating the key messages regarding symptoms, prevention and treatment of STDs. He asks if any one has any questions and tells them to keep this information in mind and to pass it on to their friends as well.

He then gives a few copies of the leaflet on STD prevention to the group and points out the name and address of his organization which is printed on the leaflet.

Just as he is finishing, a truck driver asks him something. But Amir cannot understand his language.

Abdul Razak

This Josy, he can understand Hindi, but cannot speak it.

Amir

Wait. I will call Krishna, the tea stall owner. He speaks many languages and is a big help in our work. In fact, if any of you want to meet me, you can just leave a message with Krishna and he will pass it on to me.

After attending to Josy 's questions through the interpretation of Krishna, Amir bids the group goodbye. He repeats that he is usually around the tea stall or in the transport company office and that they should not hesitate to come and talk to him.

End of Part B.

DAY 5

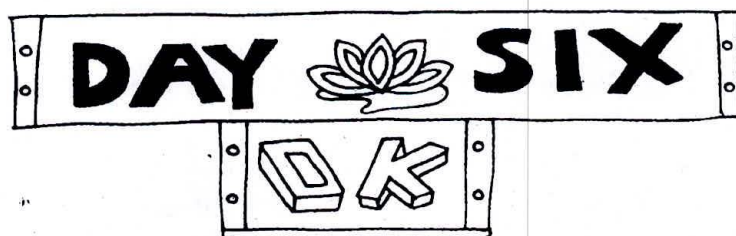
Session 4

EXERCISE 2

OHP sheet 8

Day Five: Sum Up

- Communicating with groups or conducting group discussions requires some special skills and attitudes. In a group discussion, we have to play the role of a moderator.
- Our tasks when moderating a group discussion -- understanding group dynamics; creating a friendly atmosphere and making everybody comfortable; keeping the discussion focused on the main topic; reducing tension when there are heated arguments; encouraging everyone to participate.
- We need to adopt a variety of strategies to motivate our groups to seek health services, since different strategies may work with different individuals.
- We should not take the entire responsibility of motivation upon ourselves. Also, it is important to have realistic expectations. This means not expecting immediate results or a change in behaviour in each and every case.
- In order to deal with the misconceptions among our groups about STDs and AIDS, we need to first understand the reasons for these misconceptions, and acknowledge them. We have to remove these misconceptions by giving the right information tactfully, in a way that does not ridicule the person who has such misconceptions. Peer educators can also help in this process, and in reinforcing our messages to our groups.



Programme

DAY 6

Schedule

Session One 9.00 a.m. - 10.00 a.m.

EXERCISE	OBJECTIVES	METHODOLOGY	MATERIALS
1 (1 hour)	To have an opportunity to put into practice some of the skills and learnings highlighted during the course of the workshop	Role-play	Practice sheet 5 Practice checklist 5

Session Two 10.15 a.m. - 1.00 p.m.

EXERCISE	OBJECTIVES	METHODOLOGY	MATERIALS
1 (30 mins.)	To acknowledge that we are often likely to encounter non-cooperation or hostility from our groups	Game Large group interaction	-----
2 (1 hour 15 mins.)	To collectively find ways to deal with some problems and frustrations that we may experience in our day-to-day work	Large group interaction	-----
3 (15 mins.)	To understand that an individual is his or her own greatest resource and that each one of us can make a difference	Game	-----
4 (15 mins.)	To help outreach workers go back with the feeling that their work is challenging and important -- and that they can do it well	Game	A large mat
5 (30 mins.)	To sum up the main learning points of the workshop	Worksheet Poster presentation	Worksheet: <i>Our learnings from the workshop</i> Posters 13A, 13B, 13C, 13D and 13E Handout: <i>The role of communication in our work</i>

Objective

To have an opportunity to put into practice some of the skills and learnings highlighted during the course of the workshop

DAY

6

Session 1

EXERCISE 1

Methodology

Role-play

Materials

Practice sheet 5
Practice checklist 5



1 hours

ACTIVITY

Please note that for this session two role-plays have to be conducted at two different venues.

Divide the participants into two groups, with one trainer in charge of each group.

There are a total of four role-plays. Thus each trainer will have to conduct two role-plays for each group.

The procedure to be followed for each role-play is outlined below.

1. Call the required number of volunteers and give appropriate instructions. (Details about the number of volunteers and how instructions are to be given are described in the box at the end of this exercise.) You could tear out the instructions from Practice sheet 5.
2. Distribute copies of Practice checklist S to the large group, that is, to everyone who is not enacting that particular role-play. Ask them to go through the checklist before the role-play begins, observe the role-play carefully and note down their comments at the end of the role-play.
3. Call upon the volunteers to enact the role-play.
4. Analyze the role-play using the checklist as a guideline. Read out each point from the checklist and ask for responses from the large group. Encourage the actors to respond to the observations from the group and to share what they felt while performing the role-play.
5. Appreciate the efforts of the actors as well as the observers before proceeding to the next role-play.

Situation No.	Number of actors	Instructions regarding roles
1	1 truck driver + 1 outreach worker	To be given separately to each volunteer.
2	1 truck driver + group of 6 truck drivers + 1 outreach worker	To be given separately to truck driver and outreach worker; instructions together for group of truck drivers.
3	1 commercial sex worker + 1 Madam + 1 outreach worker	To be given separately to each volunteer.
4	4 truck drivers + 1 outreach worker	Separate instructions for outreach worker; instructions together for group of truck drivers.



Objective

To acknowledge that we are often likely to encounter non-cooperation or hostility from our groups

DAY

6

Session 2

EXERCISE 1

Methodology

Game

Large group interaction

Materials



30 minutes

ACTIVITY

Ask for two volunteers and take them outside. Tell them that they have to make a three-minute speech to the large group. They can select a topic of their choice for their speech. Give them about five minutes for preparation.

While the volunteers are preparing for their speech (outside the room), tell the large group that in this game, two volunteers will make a speech, one after another.

Tell the group that they should listen to the first speaker carefully and with full attention, and applaud at the end. However, during the second speech, they should try to distract the speaker and discourage him. They should talk among themselves, look around restlessly (one or two group members may even leave the room), and simply not listen to the speech. They should do all this as naturally as possible.

Call both the volunteers inside to rejoin the group, and start the game. Let the first speaker address the group for about three minutes. Then ask the second speaker to do the same.

At the end of the exercise, ask both the speakers to share how they felt while making the speech.

Generally, the second speaker feels frustrated, hurt and angry at the behaviour of the group.

Apologize to the second speaker and explain that the group had deliberately behaved badly as part of the exercise, and that no offence was meant.

Then discuss the following with the large group.

- * Which of the two situations resembles our field reality?
- * How do we feel when our groups are not interested in our information? How should we handle such situations?
- * What should we do when we encounter non-cooperation and hostility from our groups?

Encourage participants to discuss ways of dealing with the sense of frustration and helplessness that we feel when our groups are not interested in our information.

Conclude the exercise by making the following suggestions.



In the course of our work with truck drivers, cleaners and commercial sex workers, we may often find that they are not interested in what we are saying; that they do not always pay attention; that some of them simply walk away from the discussion. When this happens, it is natural to feel frustrated, angry, stressed out. But does this mean that we should stop our work?

We need to find ways of coping with our own sense of frustration. We also need to find ways of dealing with such situations in the field.

Some suggestions for coping with our own sense of frustration:

- The first thing is to **acknowledge the sense of frustration**. To accept that there are some inherent constraints in the work we do. We also need to understand that this kind of situation -- when the audience does not respond positively to the message -- can happen to any communicator, whether he is an actor or a teacher or a politician. The point is **we should not let it overwhelm us**.
- **Sharing our feelings of anger and frustration with our colleagues** can not only help us to let off steam, but also provide an opportunity for a more senior or experienced person to offer help and advice. Similarly, **talking about it to peer educators** -- such as shop owners, transport company workers -- may help, for they may be able to convince our groups about the importance of the information.

Some suggestions for dealing with groups which may not be cooperative or may even be hostile:

- We may **need to adopt different** strategies to keep our groups interested and defuse the situation if it becomes really tense. Often, **a change of topic** (talking of politics, for example) **can help us to ease the tension** when there is a serious argument or when we feel our group is becoming hostile to us.
- If the group is really hostile, to a point where it is affecting us mentally and emotionally, the best option, perhaps, would be to **stop the session**. (Of course, this would happen only **in extreme cases**.)

In the next exercise we will talk about some other problems we face in the field and how we can deal with them.

Objective

To collectively find ways to deal with some problems and frustrations that we may experience in our day-to-day work

DAY

6

Session 2

EXERCISE 2

Methodology

Large group interaction

Materials



1 hour 15 minutes

ACTIVITY

Tell the participants that in this exercise we are going to discuss some of the common problems that we encounter in our day-to-day work. Also tell them that we are collectively going to look for solutions to the problems.

Emphasize the fact that the discussion should focus on problems related to communication with the groups they work with.

Listed below are some communication-related problems that we encounter in the field. Some guidelines towards possible solutions are also suggested.

Do not restrict the discussion only to the problems mentioned below. The objective of the exercise is to discuss the problems that are raised by the participants themselves.

Also impress upon the participants that although a collective search for answers is very useful, ultimately each one of us will have to seek solutions that are appropriate in our own context and with our own group.

What can we do when personal questions are asked by some members of the group?

- This is a very sensitive and tricky area for which there cannot be one solution. We are in a situation where we ask our groups to freely disclose information related to their sexual life. Yet, when they ask us similar questions we may feel embarrassed and threatened. Often, people may ask us personal questions to embarrass us, to challenge or get rid of us. We can answer the question in some situations but we should not feel compelled to do so. Being friendly with our groups does not mean that we have to reveal personal details regarding our lives.

What can we do about the problem of people refusing to believe us or not accepting the information we give them?

- Sometimes, an individual or a group may refuse to listen to anything we have to say. This could be because they are embarrassed or feel threatened by the information. Therefore we need to first build a rapport with them so that they feel comfortable about talking to us.



In spite of this, if somebody refuses to listen, we could ask them the reasons for this, listen to their point of view, and then try to convince them. If even this does not work, it may be best to discontinue the dialogue. Forcing information on someone is useless.

Often, in our work, there is a shortage of time, and it is difficult to give full information. What can we do in such a situation?

- Time is a key factor influencing our communication. We need to condense the information according to the time available for a session. The Site at which we are working gives us a good indication of the time that will be available for our session. On the basis of this, we can prioritize our information -- that is, make sure that the most important messages are covered.

Information that is left out could be covered in the pamphlet or other take-away material. Even if we are not able to give complete information, our groups will come back to us if we have communicated effectively, if we have evoked their interest and if we have built up a friendly relationship with them.

In spite of our efforts, our groups often refuse to seek treatment. How can we deal with this problem?

- There may be many reasons for this; therefore, we need to first find out why a person is refusing treatment.

One reason could be that people are unwilling to admit that they have STDs. We need to address this fear by reassuring them that their illness is nothing to be ashamed of and that it can be completely cured.

Another reason may be past experience with treatment, especially if they have found that the symptoms disappear in the short term with their own medicines. We need to convince them that the disease may persist even when the outward symptoms disappear, and that only complete treatment from a qualified doctor can cure the illness. We should point out the long-term benefits of proper treatment that their own health as well as the health of their family is at stake, and that therefore the time and expense on treatment is worth it.

People may also refuse to see a doctor because they find the process of having their genitals examined and having to answer personal questions embarrassing. We could help them get over this embarrassment, again by pointing out the benefits to their health. We could also remind them that a doctor is a professional with whom there is no reason to feel shy, and that all information between doctor and patient is strictly confidential.

What all this means is, that we need to first understand the reasons for people's refusal. This will help us to workout strategies by which to motivate them. Our strategy may differ from person to person. For example, while a truck driver may not go to a doctor because he finds the costs of treatment high, a commercial sex worker may not see a doctor because she fears that if word spreads, it will affect her work. Once we know the reason why a person is refusing treatment, we can work out our strategy accordingly. **We should also take the help of a counsellor to motivate our groups to seek treatment.**

Sometimes, truck drivers do agree to seek treatment, but we find out later that many of them have not done so. What can we do in such a situation?

- First of all, we need to remember that our task is to provide the right information and motivation so that the drivers seek health services. Once we have done this, it is not within our control to ensure that the drivers do indeed seek treatment. It is the counsellor's responsibility to do this.

Another critical point is that the success of an interaction or the effectiveness of our work cannot be measured merely in terms of numbers. We should therefore not despair if we find that the number of drivers who have actually taken treatment is lower than the number of drivers who had agreed to do so.

Often, drivers refuse to use condoms because they feel it will reduce sexual pleasure. How can we convince them to use condoms, in such a situation?

- We may need to use different strategies to deal with the drivers' resistance.
We could try to convince them that there is very little loss of pleasure due to condom use. We could give them the example of a surgeon who uses gloves while performing operations, and point out that the surgeon does not lose her sensitivity to touch by wearing gloves. We could then go on to explain how a condom is made of rubber that is even thinner than the rubber used for making gloves. Hence the difference in sensation due to the condom is very little. We could have the drivers touch and feel the condom, and wear it on their fingers, so that they can see how thin it actually is.

We could also tell the drivers that in one sense, using a condom can help to increase sexual pleasure by reducing the tension of contracting diseases.

Another strategy would be to acknowledge the slight loss of pleasure which can occur while using a condom, and then ask the group to weigh this loss of pleasure against the risk to life and health (their own and their families') posed by not using a condom.

DAY 6

Session 2

EXERCISE 3

Methodology

Game

Materials



15 minutes

Objective

To understand that an individual is his or her own greatest resource and that each one of us can make a difference

ACTIVITY

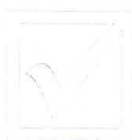
Divide the participants into three groups for this game. Tell them that each group has to make a long line of things on the floor. The participants cannot use any object around them to make the line. They have to use only those things which are on their person -- such as a handkerchief or a dupatta -- to make the line.

Start the game. Allow about five minutes for the three groups to make their lines. The group that makes the longest line is the winner.

At the end of the game, involve the large group in a discussion on the following points.

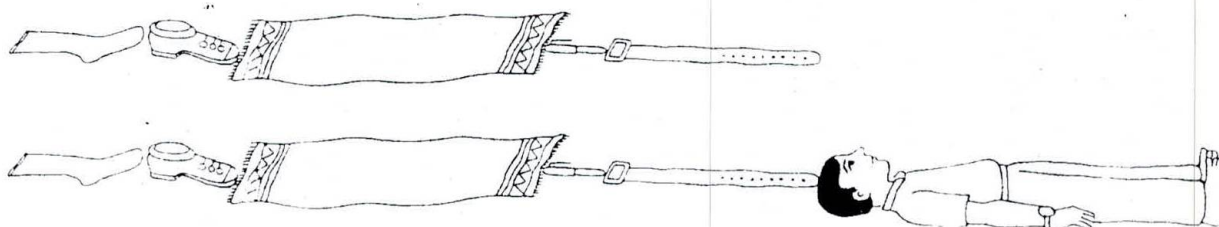
- * Name the resources that you used to make the line.
- * Did any of you think of using your bodies as a resource? Why? Why not?

Sum up the exercise with the help of the following points.



This game makes an important point about our work. As in the game, in our work, too, we should not forget that **each one of us is our greatest resource**. While we can certainly take the help of people and things around us, our greatest strength has to come from within -- we need to believe in ourselves, in our own abilities. And this can come only if each one of us truly believes that our work is important, that it is worthwhile.

Again, just as every single object added to the length of the line, **each one of us has something to contribute -- indeed, each and every one of us can make a difference.**



Objective

To help outreach workers go back with the feeling that their work is challenging and important -- and that they can do it well.

DAY

6

Session 2

EXERCISE 4

Methodology

Game

Materials

A large mat

ACTIVITY

This game, is played somewhat like musical chairs, but with a different purpose.

Round One

Spread out a large mat on the floor. At a signal from you, ask the participants to start running around the mat. At another signal, the whole group has to try and stand on the mat. Emphasize that even if the task is difficult, it is necessary for every participant to stand on the mat.

(You could play some music, or beat on a plate with a spoon, to indicate the start and stop of the activity.)

Round Two

Fold the mat in half, and repeat the activity.

Round Three

Fold the mat again (this time try to make it very small), and repeat the activity.

At the end of the game, ask the participants to share how they felt while playing the game. Ask them the following questions.

- * Did it get more and more difficult to find standing room on the mat? How did you try to overcome this problem?
- * How did it feel when you did your best to accommodate the others on the mat?
- * Does this game tell us anything about our work?

Sum up the exercise using the following points.

The task of trying to fit so many people on a single mat was difficult. But not as difficult as the task that we are engaged in -- the task of providing information and motivation to our groups in order to bring about a change in their behaviour. The fact that we have to work with limited resources and limited time adds to the challenge.

And yet, as the game showed us, **it is indeed possible to overcome these limitations if we work together and if we believe that we can do it.**



15 minutes



DAY 6

Session 2

EXERCISE 5

Methodology

Worksheet

Poster presentation

Materials

Worksheet: *Our learnings from the workshop*

Poster 13A, 13B, 13C, 13D and 13E

Handout: *The role of communication in our work*



30 minutes

Objective

To sum up the main learning points of the workshop

ACTIVITY

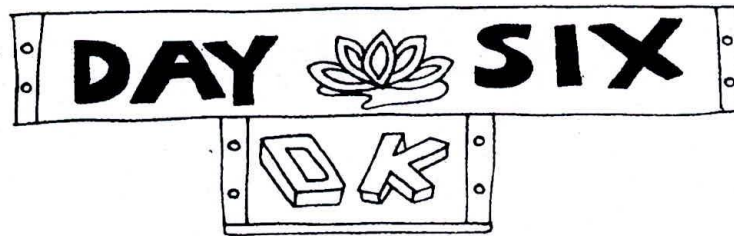
Distribute copies of the Worksheet entitled *Our learnings from the workshop* to the participants.

Ask them to reflect on all the activities over the last six days, and fill out the worksheet. Make sure that the worksheet is filled out by the participants individually.

Invite a few participants to share their responses with the large group.

Then sum up the main learning points of the workshop with the help of Posters 13A, 13B, 13C, 13D and 13E.

*Finally, distribute copies of the handout entitled *The role of communication in our work* to conclude the workshop.*



Resource Materials

Practice situation One

Outreach worker

The outreach worker is part of the team that runs an STD clinic at the health care centre at the halt point. The outreach worker is very busy as the clinic has drawn a big crowd. In a little while, the outreach worker also wants to go around the halt point to persuade more truck drivers to come to the clinic

Just then, truck driver Kishore enters the clinic and walks straight to the outreach worker. Kishore makes it a point to meet the outreach worker every time he stops at this particular halt point.

The role-play begins with Kishore entering the clinic and walking towards the outreach worker. What should the outreach worker do?

You have to play the role of the outreach worker.

Truck driver

Kishore knows and respects the outreach worker working at this halt point. He has given him a lot of information about STDs and AIDS and also helped him with his STD problem. So Kishore always makes it a point to meet the outreach worker.

When Kishore is told that the outreach worker is at the dispensary, he goes over there.

The role-play begins with Kishore entering the clinic and walking towards the outreach worker.

You have to play the role of the truck driver.

Practice situation Two

Outreach worker

Gurdas is a young outreach worker who has just joined the Healthy Highways Project. At a No Entry Point, he notices a senior truck driver reading a newspaper outside his truck. The outreach worker has not seen this driver before. He is determined to give the truck driver some information.

You have to play the role of the outreach worker.

Truck driver

Sitting outside his truck at a No Entry Point, Kamalbhai is reading his favourite newspaper. A young outreach worker approaches him. Kamalbhai talks to him in a friendly manner but his body language indicates his annoyance. When the outreach worker starts talking about STDs, Kamalbhai tries to interrupt him a few times. He does not succeed as the outreach worker keeps talking. Kamalbhai gets really angry and scolds the outreach worker in a loud voice. Hearing the noise, the other truck drivers come to see what has happened.

You have to play the role of the truck driver.

Six participants have to play the role of the **six truck drivers** who come running out when they hear Kamalbhai's raised voice.

Practice situation Three

Outreach worker

On one of her regular visits to a brothel, an outreach worker notices that commercial sex worker Veena is looking ill. She tries to find out what the problem is and does whatever is necessary to help her.

You have to play the role of the outreach worker.

Commercial sex worker

Veena is familiar with the outreach worker. During her visits to the brothel the outreach worker has given Veena a lot of information about STDs and AIDS. That is why Veena is able to recognize that the heavy discharge she is having could be a symptom of an STD. However, when the outreach worker visits her this morning, she keeps denying having any problem and resists going to see a doctor. Even when the Madam orders her to go, she still looks unconvinced and worried.

You have to play the role of the commercial sex worker.

Madam

Although Kantabai is rough and loud in her manner, she is concerned about her girls. She does not mind the outreach worker visiting the brothel and giving information to the girls. She herself has picked up a lot of information. This morning, she is with Veena when the outreach worker tries to find out what the problem is. When Veena hesitates about going to the doctor, she orders her to do so.

You have to play the role of the Madam.

Practice situation Four**Outreach worker**

At a canteen in a transshipment Site, an outreach worker notices a group of four new truck drivers. He approaches them and within a few minutes starts giving information to them.

You have to play the role of the outreach worker.

Group of truck drivers

Four truck drivers are in the canteen at a transshipment site. They have been waiting for three days for their next shipment. They are worried because they do not know the cause of the delay. Their body language indicates this. They do not know the man who is approaching them.

Jhanu

Is not interested in anything other than getting the next shipment so that he can go home. He has no information about STDs and AIDS.

Viddhu

Although just as anxious as Jhanu to get the next shipment, Viddhu remains cheerful. He knows a little bit about STDs and has even gone for treatment. He listens attentively to what the outreach worker is saying.

Mani

Although very quiet, Mani is interested in what the outreach worker has to say. His body language communicates his interest.

David

Does not take the outreach worker seriously and tries to dominate the group. He has a "know-it-all" attitude. However, most of what he says is incorrect, and based on misconceptions.

Four participants have to play the role of the four truck drivers.

DAY 6

Session 1

EXERCISE 1

Practice sheet 5

Checklist for Practice situation One

1. Did the outreach worker's body language, tone of voice communicate a friendly attitude towards Kishore?	
2. Did the outreach worker give Kishore any information?	
3. Was the information appropriate, given the fact that Kishore already had basic information about STDs and AIDS?	
4. Was the outreach worker listening to Kishore?	
5. Does Kishore have the potential to be a peer educator? In what way could he be of help to the outreach worker?	
6. Did the outreach worker say or do anything (for example, enquiring after his family) to indicate his concern for Kishore, not just as a truck driver but as a person?	

Checklist for Practice situation Two

1. Was it a good time to approach the truck driver?		
2. How did the outreach worker introduce the topic of STDs?		
3. Did he introduce himself and facilitate the same from Kamalbhai?		
4. Did the outreach worker prepare Kamalbhai or ask his permission to speak to him on this topic?		
5. Do you think that the outreach worker took into account Kamalbhai's seniority while giving information?		
6. Do you think the outreach worker observed the fact that Kamalbhai was getting upset?		
7. Did he change his strategy based on this observation?		
8. Did he make any effort to listen to Kamalbhai when he tried to interrupt him?		
9. How did the outreach worker handle the truck driver when he became very angry?		
10. Did Kamalbhai's aggressive behaviour have any effect on the outreach worker's tone of voice, language, body language, and confidence level?		
11. Did the outreach worker use any member from the peer group to deal with misconceptions or other related issues?		
12. Do you think that the interaction between Kamalbhai and the outreach worker is an example of two-way communication?		

Checklist for Practice situation Three

1. Did the outreach worker encourage Veena to share information? Was her strategy effective?	
2. Did the outreach worker ask questions to understand Veena's reluctance to take treatment?	
3. Did the outreach worker provide information during this interaction? If so, was the information necessary and relevant?	
4. Did the outreach worker take the madam's help to motivate Veena to seek treatment?	
5. Does the madam have the potential to be a peer educator? In what ways could she help the outreach worker in her work?	
6. What clues did the outreach worker's tone of voice, language and body language provide about her attitude towards (a) Veena and (b) the Madam?	
7. Was the outreach worker finally able to motivate Veena to seek treatment?	
8. Did the outreach worker convey her genuine concern for Veena's health?	

Checklist for Practice situation Four

1. How did the outreach worker approach the group? Was it effective?		
2. Did he try to find out whether the group was willing to listen to him?		
3. Did he treat the group members with respect?		
4. Do you think the outreach worker observed the body language of the group members when he approached them?		
5. Did he (through his words or body language) communicate his concern for the group?		
6. Did he make efforts to get all the group members to participate?		
7. Did the outreach worker use any media material? Which one?		
8. Was his choice of media material appropriate?		
9. Was it necessary to use media material in this situation?		
10. Did the outreach worker introduce the media material?		
11. While using the media material, did the outreach worker pause from time to time to involve the group in the story?		
12. Did he ask questions?		
13. Did he sum up the discussion?		
14. Did the outreach worker use the time available effectively?		
15. Did he effectively handle the group dynamics, especially David's attempt to dominate the group?		

DAY 6

Session 2

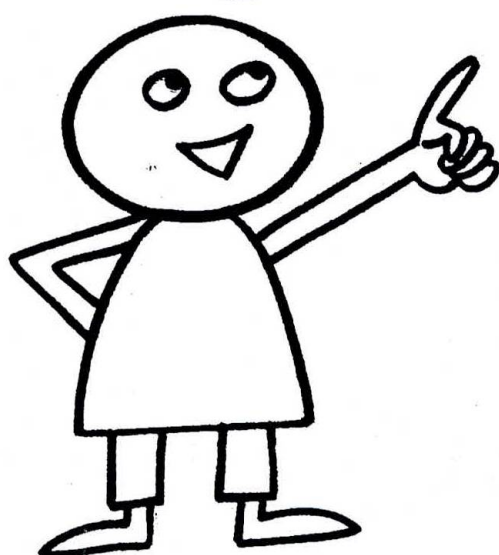
EXERCISE 5

Worksheet

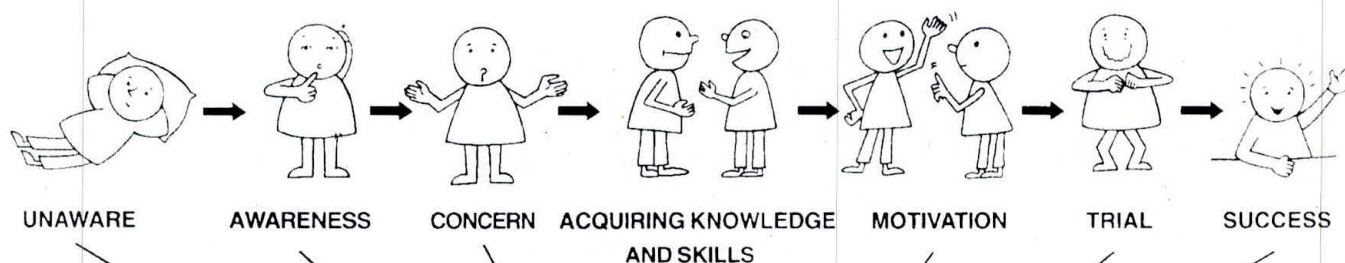
Our learnings from the workshop

The 3 most important things
I learnt at the workshop are:

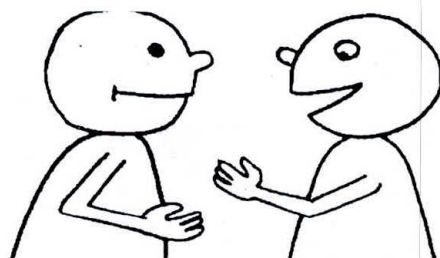
1.
.....
2.
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3.
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Our Goal : Behaviour Change



Communication is
involved at each stage



Communication is a two-way process

DAY 6

Session 2

EXERCISE 5

Poster 13B

Effective communication involves

Right skills

- Observation
- Listening
- Use of appropriate language
- Using body language and tone of voice effectively

Right values

- Respect
- Sensitivity
- Trust
- Confidentiality



Approach is critical.

For making an effective approach

- ensure that the time is right
- introduce yourself and give the person approached a chance to introduce herself
- involve the person in conversation and establish a friendly relationship
- use skills of observation and listening.

Information is crucial.

It must be

- appropriate for group's needs
- accurate
- presented in an interesting manner.

While giving information

- make sure process is two-way
- clarify doubts
- address misconceptions
- repeat key messages
- use appropriate media material.

DAY 6

Session 2

EXERCISE 5

Poster 13D

Using media material

- Use appropriate material, adapt for group's needs.
- Use material correctly (hold chart properly, display poster at right height...).
- Introduce the material; involve group in discussion; pause as required; check whether message is understood.
- Look out for locally available material; innovate / create own material.

Media material is supportive.
It cannot replace the outreach worker's involvement.



DAY

6

Session 2

EXERCISE 5

Poster 13E

Behaviour change is a long process.

It requires

- right information
- right motivation

Each and every one of us can
contribute to this process.

Our work is challenging...
but we can do it.



DAY 6

Session 2

EXERCISE 5

Handout

The role of communication in our work: A Sum Up

- Our goal as outreach workers is to help bring about behaviour change.
- It is through effective communication that we can achieve this goal.
- Effective communication is a two-way process in which both partners talk and listen; share ideas, thoughts and feelings.
- While we must never lose sight of our goal, we must be clear about our specific responsibilities within the organization.
- We must be realistic about the process of behaviour change -- that it is a complex, long and difficult process, especially when the change involves a personal and intimate aspect of behaviour.
- Our work involves bringing about behaviour change in individuals, each one of whom is unique and worthy of respect. We must respect each individual's opinions, point of view, feelings and experience.
- We must see and present our work in the context of health. As health workers, we are concerned with the overall health of our groups, although we may be focusing only on one or two aspects.
- Our approach is the first step in our interaction. We may need to adopt different strategies to approach different groups such as truck drivers, cleaners and commercial sex workers. Even among a particular group, say drivers, the way we would approach a senior driver would be different from the way we would approach a much younger one.
- We must be well prepared for our task of information-giving. Our facts must be accurate, we must familiarize ourselves with the media material. We should also make it a point to have some information about our groups -- the way they live, the nature of their work, their concerns, and so on.
- While giving information we must be clear about
 - what is the main information
 - to whom is it being given
 - what is the most appropriate way to give the information.

- Information-giving is not just about stating facts. It is also about asking questions, encouraging responses, reinforcing key facts, clarifying doubts and misconceptions.
- We cannot give all the information to everyone. We will have to select the information according to the needs of the group and the time available for giving the information.
- The selected information has to be given in small segments and not in one continuous flow. While conducting a session, we need to pause at regular intervals, to ask questions, to allow the participants to interact, to ensure that they are still attentive and interested.
- Statements by themselves are not very convincing. We must substantiate them. For example, simply stating that anal sex increases the chances of getting HIV is not enough. We must explain why.
- We must not dismiss or reject misconceptions outright. This could be offensive and could make the person feel ridiculous. We must allow the person to put forth his views, acknowledge that it is a view held by many people. And then we must present the correct position, and give reasons to substantiate our point.
- Our language should be simple. Using examples from daily life can help make the information relevant and interesting.
- Reinforce, repeat key messages.
- We are our most important resource. We must use media material to support our communication but never to replace our personal intervention.
- Before using the media material, we must introduce it and explain its purpose. At the end we must sum up the key messages presented in the media material. In other words, it is our personal interaction which must open and close a session.
- Skills of observation, listening, proper use of language, body language, tone of voice as well as attitudes of respect, empathy, concern make for effective communication.
- Motivation for behaviour change works best when we present alternative behaviours from which our groups can choose what is most appropriate for them.

Our work is challenging, but it is well worth doing.

For

We can make a difference...

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