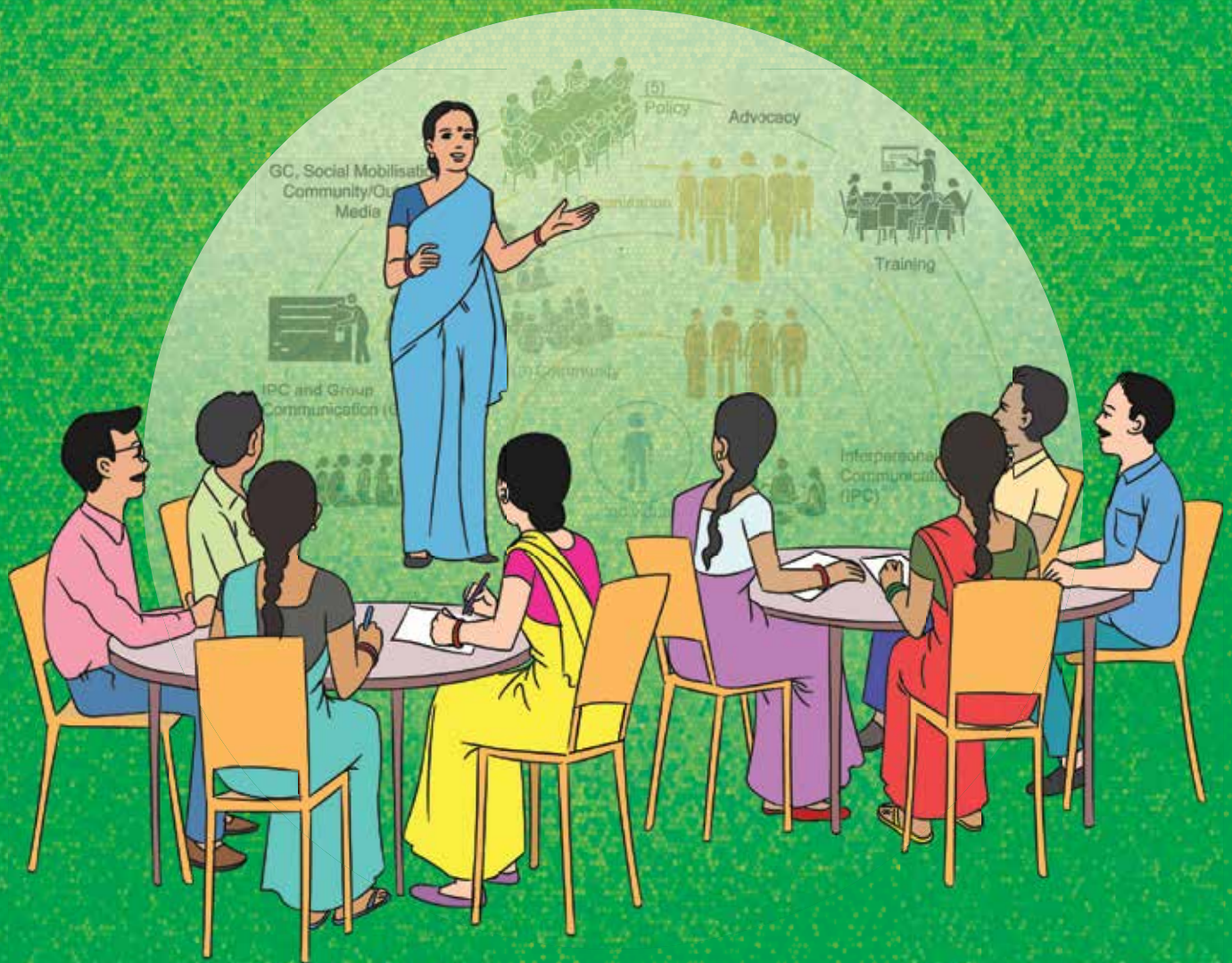


Module on Social and Behaviour Change Change – Child Protection

Module 7



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Abbreviations

ANC	Ante-Natal Care
ANM	Auxiliary Nurse Midwife
ASHA	Accredited Social Health Activist
AWW	Anganwadi Workers
BLCPC	Block Level Child Protection Committees
CCI	Child Care Institution
CCL	Child in Conflict with Law
CMPO	Child Marriage Prohibition Officer
CNCP	Child in Need of Care and Protection
CP	Child Protection
CWC	Child Welfare Committee
DCPC	District Child Protection Committee
DCPU	District Child Protection Unit
DM	District Magistrate
DPO	Development Project Officer
GC	Group Communication
IEC	Information, Education and Communication
IPC	Interpersonal Communication
JJB	Juvenile Justice Board
MLA	Member of Legislative Assembly
MP	Member of Parliament
PO	Probationary Officer/Protection Officer
PRI	Panchayati Raj Institution
SBC	Social and Behaviour Change
SBCC	Social and Behaviour Change Communication
SCs	Scheduled Castes
SEM	Socio Ecological Model
SHG	Self Help Groups
SJPU	Special Juvenile Police Unit
SMC	School Management Committee

SP	Superintendent of Police
STs	Scheduled Tribes
SuEn	Supportive Environment
SWOT	Strengths, Weaknesses, Opportunities and Threats
VIPP	Visualization in Participatory Planning
VLCP	Village level Child protection Committee

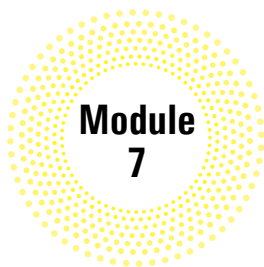
Session plan for Day 1 to Day 4

S.No	Topic	Detailed Contents	Methodology	Time
Day 1				
	Registration	Registration of participants		9:30-10:00 30 mins
1.	Session 1: Introduction and Context Setting	<ul style="list-style-type: none"> ♦ Participants introduction and context setting (Background to the need for training - why child protection is a priority for India) ♦ Expectations ♦ Pre-test assessment of trainees to capture their knowledge before the training ♦ Ground rules ♦ Group formation for recap, time keeping and overall management ♦ Training objectives 	<p>Interactive activity for introduction and ice-breaking and presentation</p> <p>Open discussion</p> <p>Group formation</p> <p>Presentation</p>	10:00-11:30 90 mins
	Tea Break			11:30-11:45 15 mins
2.	Session 2: Understanding Social and Behaviour Change (SBC)	<ul style="list-style-type: none"> ♦ Demystifying Socio Ecological Model (SEM) ♦ Sessions of community representing each level of SEM 		11:45-12:45 60 mins
3.	Session 3A: Importance of Communication for Child Protection Professionals	<ul style="list-style-type: none"> ♦ An introduction to communication ♦ Defining communication ♦ Communication loop and its elements ♦ Verbal and non-verbal communication 	<p>Railway compartment activity</p> <p>Presentation</p> <p>Summarizing by facilitator</p>	12:45-13:30 45 mins
	Lunch Break			13:30-14:30 60 mins
	Energizer			14:30-14:45 15 mins
4.	Session 3B: Importance of Communication for Child Protection Professionals	<ul style="list-style-type: none"> ♦ Skills for effective communication 		14:45-16:00 75 mins
	Tea Break			16:00-16:15 15 mins

S.No	Topic	Detailed Contents	Methodology	Time
5.	Session 4: Behaviour Change Process Part I and II	♦ Understanding behaviour change process and its steps	Nandini's story	16:15-17:00 45 mins
	Summing up		Summing up day's discussion	17:00-17:30 30 mins
Day 2				
1.	Recap – Lets Rewind and Revise		To be done by participants through an interactive activity	9:30-10:00 30 mins
2.	Session 5: Behaviour Change Process Part III and IV		Experience sharing	10:00-11:00 60 mins
	Tea Break			11:00-11:15 15 mins
3.	Session 6: Creating a Supporting Environment	♦ Understanding the importance of supportive environment	Chanchal story and brainstorming	11:15-12:00 45 mins
4.	Session 7: Qualities of a Good Communicator	♦ Qualities of a good communicator	Presentation, brainstorming and discussion	12:00-13:00 60 mins
	Lunch break			13:00-14:00 60 mins
	Energizer	♦ Understanding the importance of inclusion in the programme		14:00-14:15 15 mins
5.	Session 8: Understanding Social Inclusion and its Importance in Social and Behaviour Change	♦ Understanding the importance of supportive environment	Simulation exercise, discussion	14:15-15:15 60 mins
	Tea Break			15.15-15.30 15 mins
6.	Session 9A: Dialogues and Discussions of Change	Interpersonal communication (IPC) Group communication (GC)	GATHER approach	15:30-16:45 75 mins
	Summing up	♦ Summing up day's discussion		16:45-17:15 30 mins

S.No	Topic	Detailed Contents	Methodology	Time
Day 3				
1.	Recap - Lets Rewind and Revise	Recap of key messages	To be done by participants through an interactive activity	9:30-10:00 30 mins
2.	Session 9B: Dialogues and Discussions of Change	<ul style="list-style-type: none"> ◆ Role plays on IPC and Group Communication 	Role plays to be demonstrated by the participants as per the given topics	10:00-11:15 75 mins
	Tea Break			11.15-11.30 15 mins
3.	Session 10: Understanding Counselling	<ul style="list-style-type: none"> ◆ Goals of counselling ◆ Describe role of Medical Officers in prevention and management of injuries and violence among adolescents ◆ Steps in counselling ◆ Effective counselling skills ◆ Basic principles of counselling 		11:30-13:00 90 mins
	Lunch			13:00-14:00 60 mins
	Energizer			14.00-14.15 15 mins
4.	Session 11: Using Communication Materials	<ul style="list-style-type: none"> ◆ Practical session on effectively using the communication materials 	Group work	14:15-15:30 75 mins
	Tea Break			15.30-15.45 15 mins
5.	Session 12: Understanding Team Work	Team work	Broken square exercise	15:45-16:30 45 mins
6.	Session 13: Community Dialogue Tools: Village Level Child Protection Committee (VLCPC)	<ul style="list-style-type: none"> ◆ Members who can be part of the VLCPC ◆ Role of VLCPC 		16:30-17:15 45 mins
	Summing up	<ul style="list-style-type: none"> ◆ Summing up day's discussion 		17:15-17:45 30 mins

S.No	Topic	Detailed Contents	Methodology	Time
Day 4				
1.	Recap – Lets Rewind and Revise		To be done by participants through an interactive activity	9:30-10:00 30 mins
2.	Session 14: Creating Positive Learning Environment		Square division exercise	10:00-10:45 45 mins
3.	Session 15: Theory of Adult Learning and Learning Styles		Learning style assessment	10:45-11:30 45 mins
	Tea Break			11:30-11:45 15 mins
4.	Session 16: Perception			11:45-12:15 30 mins
	Mock Sessions	Distribution of case studies and mocks for participants to practise communication materials and IPC and GC		12.15-13.15 60 mins
	Lunch Break			13.15-14.15 60 mins
	Energizer			14.15-14.30 15 mins
	Mock Presentations by the Participants			
	Summing up	Summing up day's discussion		
Day 5				
	Recap - Lets Rewind and Revise			09:30-10:00 30 mins
1.	Practising/Mock Demonstration and Building Confidence	<ul style="list-style-type: none"> ◆ Demonstrate the mock session on the allotted topics ◆ List out points on how to improve community engagement sessions 		10:00-13:00 180 mins
	Working tea break			11:00-11:15 15 mins
	Lunch			13:00-13:45 45 mins
	Energizer			13:45-14:00 15 mins
2.	Practising/Mock Demonstration and Building Confidence			14:00-15:00 60 mins
	Closure and Wrap-up	Post-test and closure of the training, vote of thanks		15:00-16:00 60 mins
	Tea Break and Dispersal			16:00-16:30 30 mins



Time
5 Days

Module on Social and Behaviour Change – Child Protection

DAY 1

Overview

This module is an introduction to the concept of SBC and communication skills that will help make the trainings undertaken on CP effective and productive. In addition, the module talks about communication skills required to talk to children such as active listening, empathy and teamwork, amongst others. It is highly recommended that all facilitators who use the smart kit must go through this facilitators guide thoroughly before using other modules on child protection series.

The later part of the module also covers the facilitation skills required to train professionals engaged in CP activities. Hence the module can be used for not only training the CP task force but also for training the trainers. Considering that the trainee participants would all be adults, the module also covers adult learning principles and different learning styles required for making training sessions and retention of the content effective.

..... Session 1



Time
90 minutes

Introduction and Context Setting



Session Outcomes

At the end of the session, participants will be able to:

- ♦ familiarize with each other and list out the objectives of the workshop
- ♦ list out their expectations from the training
- ♦ list out agreed upon ground rules



Materials Required

- ♦ Projector, Pre-Training Evaluation Forms, flip chart, Visualization in Participatory Planning (VIPP) cards.



Process

1. Welcome everyone and give brief background of the training.
2. Conduct the following ice-breaker and carry out a round of introduction for all.
Ask the participants to share their:
 - ◆ Name
 - ◆ Place/District
 - ◆ Number of years of experience as CP professional
 - ◆ Identify any one thing that they were very fond of during their childhood. This could be a food item or a toy or any other thing that they may want to share.
 - ◆ Give them one minute to share this information
3. Distribute the Pre-Training Evaluation Form (see Annexure-1)
4. Ask the participants to fill it, stressing that this is not to judge them, but to get an idea regarding their knowledge with respect to the themes being covered during the workshop. It will also help the facilitator to gauge effectiveness of the training in imparting the information in the module.
5. Next, distribute a VIPP card each to the participants and ask them to fill their expectations from the workshop on it. Collect all the VIPP cards and paste/stick them on chart paper on the wall/pin-up board.
6. Set the ground rules for conducting the sessions in consultation with all the participants. Encourage them to come up with the ground rules that they would follow rather than being told about them. Write them on a chart and hang the chart in the training hall.
7. Divide the participants into groups and set up teams for each of the four days and explain them their authority and responsibilities in consultation with them. Some suggested teams could be time-keeping team, cleanliness team, recapitulation team, housekeeping teams, entertainment team etc.
These teams could work on rotation basis so that all groups get to do a different task each day.
8. Share objectives of the training with the participants by showing the slide/ flipchart. (Show slide on objectives or write on flip chart)



Understanding Social and Behaviour Change



Session Outcomes

At the end of the session, participants will be able to:

- describe five levels of SEM (Socio-Ecological Model)
- list out sections of community representing each level of SEM
- understanding social and behaviour change



Materials Required

- Slips with names of various stakeholders related to child marriage
- Suggested stakeholders are shared here though more can be added based on need and situation.

- | | | |
|--|--|---|
| • Adolescent girl | • School teacher | • DCPU staff |
| • Father of adolescent | • Child Marriage Prohibition Officer | • District level officials such as members of CWC |
| • Mother of adolescent | • Panchayati Raj Institution (PRI) members | • JJB |
| • Grandfather of adolescent | • Self Help Group (SHG) members | • Special Juvenile Police Unit (SJPU) officials |
| • Grandmother of adolescent | • Accredited Social Health Activist (ASHA) | • Member of Legislative Assembly (MLA) |
| • Elder sibling of adolescent | • Auxiliary Nurse Midwife (ANM) | • Member of Parliament (MP) |
| • Peers | • Anganwadi workers (AWW) | • Media |
| • Neighbours of family of adolescent (husband, mother-in-law, in case adolescent is married) | • Doctor | • Brand ambassadors |
| • Relatives of the family | • Members of VLCPC | • Officials at the Centre |



Process

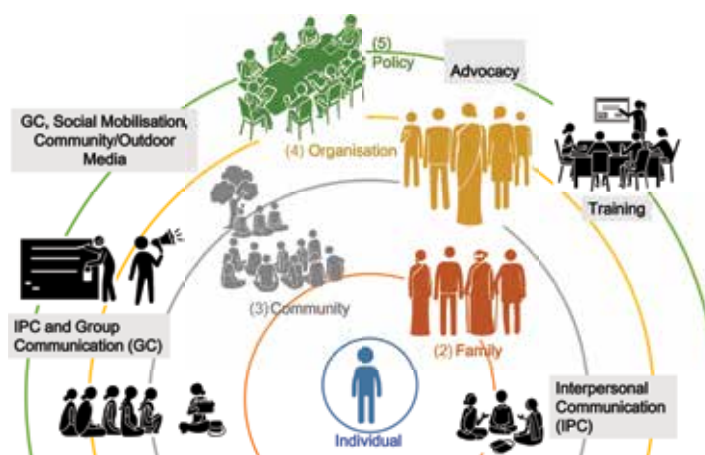


Activity

1. Let the participants pick up one slip each. Instruct the participants not to discuss contents of their slips with others. Make all participants stand in a circle. Ask, if we were to take the example of an adolescent girl who wants to continue her education beyond high school, around what age would she be? Possible answers would be 16-17 years and above. Then say that we all know that those who fall in the age group 10-19 years are called adolescents. Ask participants having adolescent girl written on his/her slip to come in the centre.

2. Now ask the participants, “Who are the people who influence you most in your family? (Suggested answers: father, mother, grandparents, siblings etc.) Ask all those who have these names written on their slips to come and form a circle around the participant having adolescent girl slip.
3. Next, ask these people in the second circle, “Who are the people who will influence you related to education of your daughter?” (Suggested answer: neighbours, relatives, village level functionaries, PRI etc.) Repeat the process by calling participants having these slips and ask them to form a third circle around the second circle. Tell the participants that the inner most circle comprises of an adolescent girl. The second circle comprises her immediate family members and people whom she interacts with on a day-to-day basis. The third circle comprises of relatives, neighbours, friends, peers or community members who live in the same area.
4. Continue in similar manner for remaining stakeholders by asking who all influence people in the third and fourth circle respectively. The fourth and fifth circle thus formed will be called as organizations and policy makers.
5. Explain that this activity reveals that SBC is the result of supportive environment provided by all the levels that help an individual to not only adopt healthy behaviours but also maintain their practice. This is based on SEM.

Now explain to the participants that at every level of the SEM, there is a need for different types of communication. For example, at the individual level the type of communication would be IPC. At the interpersonal level of the SEM, it would be IPC and intergenerational communication. At the community level, group communication and social mobilization is carried out through community engagement. At the organization level, capacity building of service providers is carried out and finally, at the policy level, advocacy is done.



6. Ask the participants to think and answer at what level of the SEM do they see themselves and at what all levels do they have to carry out communication with different stakeholders. Encourage them to think and answer.

Thank the participants for their support and summarize the activity as below:

Key messages



- ♦ To bring about change in a particular norm, for example in case of child marriage, communities must be approached for sustainable behaviour change.
- ♦ This is possible only when supportive and enabling environment is provided by all the levels.
- ♦ Conclude the session by summing up with the slide showing SEM, type of communication at each level and elements of social and behaviour change.



Importance of Communication for Child Protection Professionals

Communication plays a very important role in any task. It becomes more important when dealing with issues of CP. Given the sensitivity of the issues involved, CP personnel with effective communication skills will be able to handle the situation more effectively. Communication is an instrument for partnership and participation based on a two-way dialogue.

Communication involves looking at situations from the viewpoint of other people, and understanding what they are looking for. It also means understanding obstacles that become barriers in the process of change. CP is a complex issue and an effective communicator can handle issues skillfully. Different situations call for different sensitivities and skills for CP personnel.

The skills and knowledge required to supervise adult offenders on probation are completely different from the skills and understanding required for supervising juveniles in conflict with law¹. The essential power of any officials dealing with Child in Need of Care and Protection (CNCP) or Child in Conflict with Law (CCL) in their communication skills; if they can inspire the child, s/he can become filled with a genuine desire to gain their approval; if the parents accept them unreservedly as a wise friend of the family and benefit by their suggestions on the upbringing of their offspring; if the child does not look on them as a sort of police whose watchfulness it is almost a point of honour to cheat; then the officials may hope for true success.

Session 3.1



An Introduction to Communication



Session Outcomes

At the end of the session, participants will be able to:

- ◆ explain the need for the communicator and the receiver to have the same understanding for effective communication to happen
- ◆ explain what is two-way communication and its importance
- ◆ give examples of why one-way communication invariably leads to distorted messages



Materials Required

- ◆ The picture of a railway compartment as shown in the lesson plan
- ◆ Blackboard and chalk or chart paper and sketch pen
- ◆ Effective Communication (Dos & Don'ts) Chart

¹ Juvenile Justice System, Working Manual for Stakeholders, UNICEF and Legal Assistance Forum



Methodology

- ♦ Exercise: "Railway compartment"
- ♦ Follow-up discussions



Process



Activity 1

- Ask for six volunteers. One of the facilitators takes volunteer #1 and leaves the training hall. S/he gives the volunteer the picture of the railway compartment and tells her/him to study it (give 2 minutes to study the picture).
- The facilitator informs the volunteer that her/his task will be to convey what is in the picture to volunteer #2.
- Once the volunteer is ready to describe the picture, ask her/him to come into the training hall. Now the other five volunteers are taken out of the training hall by the second facilitator. Then volunteer #2 from among them is called in. Ask volunteer #1 to describe what was in the picture to volunteer #2. Tell her/him that s/he can only listen to what volunteer #1 is saying. S/he cannot ask any questions for clarification. Once volunteer #1 has completed describing the picture, ask her/him to sit among the participants and not to talk to anyone.
- Now tell the participants that the exercise is not yet over. Call in volunteers #3 and #4. Give the picture to volunteer #3 and ask her/him to study it so that s/he can describe it to volunteer #4. Volunteer #4 should not see the picture. Once s/he is ready describe the picture, take it away. Now ask volunteer #3 to describe the picture to volunteer #4. Tell volunteer #4 that s/he can ask questions to get clarifications.



Once volunteer #3 completes describing the picture to the satisfaction of volunteer #4, ask volunteer #4 to describe the picture to all the participants. Once again show the picture to all participants so that they are able to make out the distortions.

- Tell the participants that there is one more part to the exercise. Call in volunteers #5 and #6 and give the picture to volunteer #5. Ask her/him to study the picture so that s/he is able to convey what s/he sees to volunteer #6. Once s/he is ready, ask her/him to describe the picture to volunteer #6 and tell her/him there are no restrictions. S/he can even show the picture and describe it. Now tell volunteer #6 to describe the picture to the participants. Stop the exercise here; ask all participants to go back to their original seats.

- vi. Ask the participants, "What did we see here? What were the differences in the three parts of the exercise? Which team/pair was able to give the best description of the picture?" Ask the following questions and note the answers:
 - a. How many women are there?
 - b. How many persons are there?
 - c. How many children are there?
 - d. Which language has been used by the railways on the compartment partitions, by passengers on their luggage? (Facilitator to note: Does someone point out that everything is written in mirror image?)
- vii. Why did that team/pair succeed? Allow sufficient time for the participants to reflect and share their views.
- viii. The points emerging from the discussions are noted on the board.
- ix. Ask the participants whether they have had any experience where messages got distorted. Have five to six participants share their experiences.

Concluding the Activity

We saw three different communication methods here.

Case 1: The communication was one-way where the listener could not ask any questions. S/he could only listen to the volunteer.

Case 2: The listener was free to ask questions and get clarifications. In this case the message was better delivered compared to the first case.

Case 3: The messenger and the listener were both able to discuss the picture while looking at it. The listener fully participated in deciding what the picture depicted. S/he was not just a silent listener who could only ask questions but was actively involved in deciding what the picture depicted. The third communication style gave the best description.

- ◆ When the message is not clear, or language is confusing, it often gets distorted.
 - I. Some new things get added and some information goes missing. Little things assume big proportions and big things are trivialized.
 - II. Of the many facts, only a few are transmitted as they are passed from one person to another.
 - III. Very often, unusual interpretations are given, and often these have much to do with a person's mind, temperament and prejudices.
 - IV. These can also end up as rumours or a story.

- ◆ Therefore for communication to be effective there has to be a dialogue where the communicator and listener are actively involved and interact with each other.
- ◆ When a message is conveyed by one person, the other should receive it without distortions. Getting feedback from the receiver is a confirmation that the message has been conveyed with or without distortion. So effective communication should have a loop which ensures that the sender and the receiver have the same understanding.
- ◆ So when we communicate with women, families and communities it is very important that we take feedback from them and listen to them very carefully to ensure that the message has been understood clearly.
- ◆ Conclude and display the following chart.

CHART: Effective Communication



Dos

- I. Involve your receiver in the feedback process. (Remember Case 2 and 3 from the exercise)
- II. Try to develop a shared experience of communication as equal partners. (Remember Case 3 from the exercise)
- III. Act on the feedback and create opportunities for clarifications. (Remember Case 3 from the exercise)



Don'ts

1. Avoid one-way communication. (Remember Case 1 from the exercise)
2. Avoid lengthy communication. In order to be effective, communication should be broken into shorter sentences or expressions. (Remember how lengthy communication was less effective in Case 1, and how small pieces of information coming one after another improved the communication in Case 3)

Session 3.2

Defining Communication



Time
25 minutes



Session Outcomes

At the end of the session, participants will be able to:

- ♦ define what is communication.
- ♦ describe two-way communication and one-way communication
- ♦ elaborate verbal and non-verbal communication
- ♦ describe the communication loop



Materials Required

- ♦ Blackboard and chalk or chart paper and sketch pen



Methodology

- ♦ Follow-up discussions



Process

Ask participants to brainstorm about the meaning of “communication.”

Communication is a process by which information, ideas, and or feelings are exchanged between individuals.

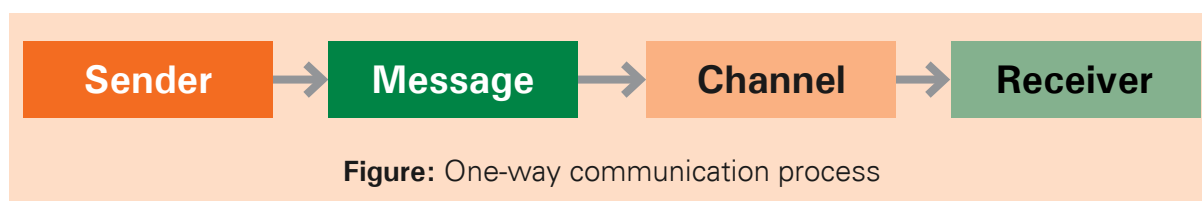
Definition: Communication is a process of exchange/transfer of information (including ideas, emotions, knowledge, data and skills etc.) from one person or persons to another or others. Communication is a fact of everyday life. Every day, we perform activities of listening, speaking, reading or writing or take recourse to facial expressions, gestures, movements of hand and arms, body movements and feelings.

The fact is that everything one does – or does not do – communicates a message to the audience, whether it is those whom people serve, volunteers, donors, staff, the media or the government.

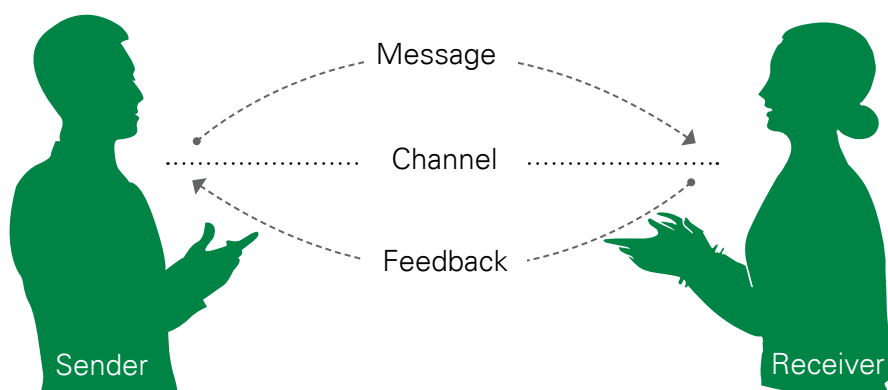
Communication loop and its elements

Communication can be a one-way or a two-way process. Let us first understand this difference.

One-way communication process: When information flows in one direction it is known as one-way communication. In this communication process, information flows from sender to receiver and receiver does not send any feedback to the sender. One-way process of communication can be shown in the following figure:



Two-way communication process: Two-way communication occurs when the receiver sends response or feedback to sender's message. Communication process basically indicates the two-way process whereby both the sender and receiver can understand each other's view or opinion. It is also known as circuit communication process. The two-way process of communication is shown below:



Elements of two-way communication

The Source

The first element in the process of communication is source. The source is the originator of the message. The source can be an individual, group of individuals or an institution or organization. The source is important in the communication planning process, because of credibility attached to the messages by virtue of their source.

The Message

The message is the idea being communicated. The message should be simple, straightforward, clear and precise. The content of the message should be clear for intended audience and not based on the perception of the programme staff.

The Channel

The channel is the means by which the message travels from the source to receiver/ audience. The channels may be interpersonal where the message passes directly from source to receiver, or GC where several receivers receive messages from one or several sources. They may involve media, such as print, telephone or satellite

transmission or radio. The choice of the channel is important in determining the efficiency and effectiveness of the communication. Multiple channels of communication should be used for better results.

Receiver or Target Audience

Who is the target audience for specific messages? The audience segmentation or grouping is essential to identify an audience. Some examples of target audience in broad categories are children, parents, friends, and colleagues.

Feedback

Feedback is an essential element of communication. Feedback is the response or reactions by the receiver to the source. The perceptible feedback originating in the receiver serves as useful data to the source to modify its messages. Experienced communicators are always sensitive to feedback and continuously modify messages in the light of what they observe or hear from the intended audience. Without feedback of the audience, the communication is one-way traffic.

Verbal and non-verbal communication

Verbal Communication

Speech or spoken words are the most common means of communication with children in their home settings or at a Child Care Institution (CCI)/home. It is an accepted method of giving information. Some Probation Officers (POs)/Child Welfare Committee (CWC) members or Juvenile Justice Board (JJB) members are very good in speaking and they articulate so well that it leaves indelible impressions on the minds of other people. What to speak, when to speak, how to speak and with what objectives to address should be clear to the speaker. The situations vary and the contexts differ. The spoken words should be clear and adhere to local dialects, clearly audible and specific to a subject, simple enough to be understood. Use of technical terms and jargon must be avoided, especially when communicating with children. Verbal communication is both an art and skill which gets enriched with experience.

The limitation of verbal communication is that one cannot hold the attention of a listener for too long; it is forgotten quite often and poorly understood or comprehended and least acted upon. A common saying is "I hear, I forget".

Non-Verbal Communication

Discuss the following questions:

- ◆ Do we communicate without speaking?
- ◆ Describe some ways where we communicate without words. What are some gestures or expressions that we commonly use? List responses on a flipchart.
- ◆ Why do you think people use non-verbal communication signs instead of expressing themselves verbally?
- ◆ As counsellors/POs/JJB members/CWC members or SJPU officials, why do we need to be aware of non-verbal communication?

We need to be aware of what children/clients communicate non-verbally, for example, fear, embarrassment, discomfort, shame, anger, resentment. We also need to be conscious of what we communicate non-verbally to children/clients, for example, disappointment, frustration, etc.

Silence also communicates a lot and makes much sense. Communication is also done through visual contacts, by frowning, gazing, nodding head, symbolic movements of body parts, facial expressions, gestures, laughing, sadness and anger. Combining verbal and non-verbal cues is an art to enrich the process of communication. Sometime not a single word is said but meaning is expressed using silence and thereby a lot of communication has been done.

Session 3.3

Skills for Effective Communication



Time

75 minutes



Session Outcomes

At the end of the session, participants will be able to:

- ◆ list out the importance of building rapport, active listening, giving examples, paraphrasing, encouragement while making effective communication
- ◆ appreciate the importance of listening and comprehending before responding during a dialogue
- ◆ differentiate between open-ended and close-ended questions and shall be able to use them



Materials Required

- ◆ Blackboard and chalk or chart paper and sketch pen
- ◆ Case studies for the respective skills
- ◆ Film Clip (Munna Bhai MBBS) (Link given in note for facilitator)
- ◆ Audio clip - Song for active listening (Link given in note for facilitator)

Discuss with the participants

More than just the words used, effective communication combines a set of skills including non-verbal communication, engaged or active listening, managing stress in the moment, the ability to communicate assertively and the capacity to recognize and understand one's own emotions and those of the person who is being communicated with. Let us discuss some important communication skills that are essential to make communication effective.

1. Building Rapport

Rapport is a state of harmonious understanding with another individual or group that enables greater and easier communication. In other words, making a connection or rapport is getting on well with another person, or group of people, by having things in common, and this makes the communication process easier and usually more effective.

Discuss: A CCL would not open up or feel confident with the PO. List out reasons for PO not being able to build rapport with the CCL to open up and share the story from his/her perspective.

Simple tips help in reducing tension in the situation, enabling both parties to feel more relaxed and thus communicate more effectively. Some helpful rapport building behaviours are:

- i. Break the ice.
- ii. Use non-threatening and 'safe topics' for initial small talk. Talk about established, shared experiences, the weather, 'how you travelled to where you are?'.
iii. Use the child's/other person's name early in the conversation. This is not only seen as polite and helps in building the rapport but also reinforces the name in the mind, so one is less likely to forget it.
- iv. Avoid asking direct questions about the other person.
- v. Listen to what the other person is saying, and looking for shared experiences or circumstances gives more to talk about in the initial stages of communication.
- vi. Look at the other person for approximately 60% of the time, giving plenty of eye-contact but being careful not to make them feel uncomfortable.
- vii. Lean forward towards the person one is talking to, with hands open and arms and legs uncrossed. This is open body language and helps the speaker as well as the child who is being talked to, feel more relaxed.
- viii. Make sure the other person feels included but not interrogated during initial conversations.
- ix. Put the other person at ease; this will enable him to relax and conversation to take on a natural course.
- x. Although initial conversations can help to relax, most rapport-building happens without words and through non-verbal communication channels.
- xi. Voice Modulation: Vary voice, pitch, volume and pace in ways to make what we are saying more interesting but also to come across as more relaxed, open and friendly. Try lowering tone, talk more slowly and softly, as this will help to develop rapport more easily.
- xii. When in agreement with the child/other person, say so openly and share why, building on the child's/other person's ideas.

- xiii. Be non-judgemental, letting go of stereotypes and any preconceived ideas about the child/other person.
- xiv. If there is disagreement with the other person, give the reason first, rather than saying that you disagree.
- xv. Admit when don't know the answer or having made a mistake. Being honest works best, acknowledging mistakes shows your humbleness and it helps to build trust.
- xvi. Be genuine, with visual and verbal behaviours working together to maximize the impact of communication.
- xvii. Offer a compliment, avoid criticism and be polite.
- xviii. Create and maintain rapport subconsciously through matching non-verbal signals, including body positioning, body movements, eye contact, facial expressions and tone of voice with the other person. It is important that appropriate body language is used.

2. Show Empathy

Demonstrate that you can see the other person's point of view. Remember rapport is all about making a connection with other person by finding similarities and 'being on the same wavelength' as somebody else, so being empathetic will help to achieve this.

Understanding empathy

Empathy is, at its simplest, awareness of the feelings and emotions of other people. It is a key element of Emotional Intelligence; the link between self and others. It is how we as individuals understand what others are experiencing as if we were feeling it ourselves. Empathy goes far beyond sympathy, which means 'feeling for' someone. Empathy instead is 'feeling with' that person, through the use of imagination. Some definitions of Empathy: "Empathy is awareness of others' feelings, needs and concerns" (Daniel Goleman, in Working with Emotional Intelligence).



Note for the facilitator: SHOW FILM CLIP: Munna Bhai MBBS
<https://www.youtube.com/watch?v=9b04PIVrxIQ>

The film clip from Munna Bhai MBBS: The character Munna sees a health worker cleaning the floor and a nurse passes over the cleaned floor making him angry. Munna shows how he approaches the angry and disgruntled worker and makes effective communication. His body language (Jadu ki Jhappi) makes the worker happy, even though he also makes the mistake of walking over the cleaned floor. In this clip, Munna showed empathy towards the worker by acknowledging his menial and never ending task.

Empathy, Sympathy and Compassion

There is an important distinction between empathy, sympathy and compassion.

Both compassion and sympathy are about feeling for someone; seeing their distress and realizing that they are suffering. Compassion has taken on an element of action that is lacking in sympathy, but the origin of the words is the same. Empathy, by contrast, is about experiencing those feelings for yourself, as if you were that person, through the power of imagination.

Role play/skit

Body Language: Participants do a role play in which they use “inappropriate” body language which puts the child on the defensive and he refuses to open up.

3. Listening

Listening is the most fundamental component of IPC skills. Listening is not something that just happens (that is hearing); listening is an active process in which a conscious decision is made to listen to and understand the messages of the speaker. Listeners should remain neutral and non-judgemental; this means trying not to take sides or form opinions, especially early in the conversation. Active listening is also about patience – pauses and short periods of silence should be accepted. Listeners should not be tempted to jump in with questions or comments every time there are a few seconds of silence. Active listening involves giving the other person time to explore their thoughts and feelings. They should, therefore, be given adequate time for that.



Activity on Listening



Process

Part 1

1. Group the participants in pairs and tell them that they will take part in a debate with their partners.
2. The members of each pair are asked to sit facing one another and maintain adequate distance from the other pairs.
3. Two topics for debate are written on the writing board:
 - ◆ Spare the rod and spoil the child
 - ◆ It is difficult to change the behaviour of a CCL



4. The pairs are told to choose a topic and decide among themselves (toss of a coin may be used) on who will speak in favour of and against the topic.
5. Give the following instructions:
 - ♦ At a given signal the pairs are to start debating.
 - ♦ Both the members of each pair are to speak simultaneously.
6. Signal the debate to start. Stop the exercise in about two minutes.

Part 2

1. The pair should select the other topic now which was not selected by them during the first round and instruct them as follows:
 - ♦ At a given signal, the pairs have to start debating.
 - ♦ When a partner speaks, the other must listen carefully to what is being said.
 - ♦ The listener has to repeat what has been said to the satisfaction of the speaker before responding (using statements such as, "Have I understood you correctly?" or "Did I miss out on anything you said? or "You are saying that ..., am I right?").
2. Stop the exercise after about two minutes.

3. Post-exercise discussion

- ♦ Initiate a discussion around the exercise. The following questions may help to take the discussion forward:
 - What happened during the first part of the exercise?
 - Does this type of dialogue happen in real-life situations? Give examples.
 - What do you think about the second part of the exercise?
 - What were the difficulties you faced during listening?
 - How was the mandated task of 'Listen-Repeat-Talk' helpful?
- ♦ Note the responses on the writing board in two columns: 1st Part and 2nd Part.

Concluding the Activity

- ♦ Briefly re-visit the key issues emerging from the exercise. Reinforce the point that often by listening carefully to the speaker, it helps the listener to understand the speaker better. We may find a way to make the speaker think differently or consider other points of view. Conclude by reinforcing the need for practice and endurance to hone this necessary dialoguing skill.
- ♦ The Listen-Repeat-Talk technique that you practised here will help you make the discussions during your training sessions more productive. It will help you avoid unnecessary arguments during training sessions.



Note for the facilitator: Play Audio Clip: Tum itna jo muskura rahe ho.

<https://www.youtube.com/watch?v=C8eAKT-zQXk>

First 50 seconds to be heard during training

Active Listening

'Active listening' means, as its name suggests, actively listening. That is fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker. Active listening involves listening with all senses as well as giving full attention to the speaker. It is important that the 'active listener' is also 'seen' to be listening, otherwise the speaker may conclude that what they are talking about is uninteresting to the listener.

Interest can be conveyed to the speaker by using both verbal and non-verbal messages, such as maintaining eye contact, nodding head and smiling, agreeing by saying 'Yes' or simply 'Mmm hmm' to encourage them to continue. By providing this 'feedback', the person speaking will usually feel more at ease and therefore communicate more easily, openly and honestly.

Signs of Active Listening

A. Non-verbal signs of attentive or active listening



a. Smile

Smiles can be used to show that the listener is paying attention to what is being said or as a way of agreeing or being happy about the messages being received. Combined with nods of the head, smiles can be powerful in affirming that messages are being listened to and understood.



b. Eye Contact

It is normal and usually encouraging for the listener to look at the speaker. Eye contact can however be intimidating, especially for more shy speakers – gauge how much eye contact is appropriate for any given situation. Combine eye contact with smiles and other non-verbal messages to encourage the speaker.



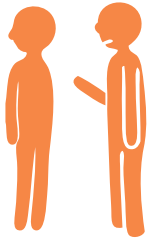
c. Posture

Posture can tell a lot about the sender and receiver in interpersonal interactions. The attentive listener tends to lean slightly forward or sideways while sitting. Other signs of active listening may include slight slant of the head or resting the head on one hand.



d. Mirroring

Automatic reflection/mirroring of any facial expressions used by the speaker can be a sign of attentive listening. These reflective expressions can help to show sympathy and empathy in more emotional situations. Attempting to consciously mimic facial expressions (i.e. not automatic reflection of expressions) can be a sign of inattention, demonstrating that you can understand how the child feels and can see things from his/her point of view.



e. Distraction

Active listeners will not be distracted and therefore will refrain from fidgeting, looking at a clock or watch, doodling, playing with their hair or picking their fingernails.

When listening, nod and make encouraging sounds and gestures.

Be Aware that: It is perfectly possible to learn and mimic non-verbal signs of active listening and not actually be listening at all. It is more difficult to mimic verbal signs of listening and comprehension.



B. Verbal signs of attentive or active listening

a. Positive Reinforcement

Although a strong signal of attentiveness, caution should be used when using positive verbal reinforcement.

Some positive words of encouragement may be beneficial to the person who is speaking. The listener should use them sparingly so as not to distract from what is being said or place unnecessary emphasis on parts of the message.

Casual and frequent use of words and phrases, such as: 'very good', 'yes' or 'indeed' can become irritating to the speaker. It is usually better to elaborate and explain why you are agreeing with a certain point.

However, judicious and mindful use of these word at appropriate places can also be encouraging and motivating.



b. Remembering

Remembering a few key points, or even the name of the speaker, can help to reinforce that the messages sent have been received and understood – i.e. listening has been successful. Remembering details, ideas and concepts from previous conversations proves that attention was kept and is likely to encourage the speaker to continue. During longer exchanges, it may be appropriate to make very brief notes to act as a memory jog when questioning or clarifying later.



c. Questioning

Listeners can demonstrate that they have been paying attention by asking relevant questions and/or making statements that build or help to clarify what the speaker has said. By asking relevant questions, listeners also help to reinforce that they have an interest in what the speaker has been saying.

Asking open-ended questions as they require more than a yes or no answer.
(Discussed in more details later in session)



d. Reflection

Reflecting is closely repeating or paraphrasing what the speaker has said in order to show comprehension. Reflection is a powerful skill that can reinforce the message of the speaker and demonstrate understanding.



e. Clarification

Clarifying involves asking questions of the speaker to ensure that the correct message has been received. Questions of clarification usually involve asking open questions which enable the speaker to expand on certain points as necessary.



f. Summarization

Repeating a summary of what has been said back to the speaker is a technique used by the listener to repeat what has been said in their own words. Summarizing involves taking the main points of the received message and reiterating them in a logical and clear way, giving the speaker a chance to correct if necessary. It also includes talking about things that refer to what the child had said earlier.

Role Play



Time

10 minutes

A PO interviews a CCL. Another sub-group observes the mistakes in Active Listening.



Note for the facilitator: Depending upon the availability of time, the facilitator can ask two volunteers to enact a role play where a PO is interviewing a CCL. The team is instructed not to follow active listening skills. The plenary/observers are then asked to highlight things that could be improved upon.

4. Giving Examples

Examples should be based on the situation and relevance. While giving examples, following points should be kept in mind:

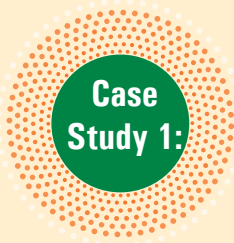
- ♦ Examples should be correct
- ♦ They should be easy to understand
- ♦ They should be in local context
- ♦ They should not offend anyone
- ♦ They should be related to the topic of discussion
- ♦ While giving examples, one must ensure privacy of the person being cited
- ♦ Socio-cultural elements should also be factored while choosing the examples



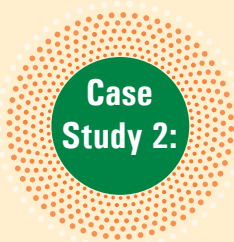
Activity for Giving Examples

Divide the participants into two groups. Hand one case study each to both the groups and ask them to give their opinion on whether the example mentioned in the case study was as per points to be kept in mind while giving an example. Each group shall share pros and cons of the case studies given to them with the audience.

Situation: Ask the participants to imagine that CWC members organized a small function on Republic Day at the local Observation Home. After the function was over, CWC members addressed the children. The following two incidents were narrated as examples:



“In Nigeria, the Observation Homes have stringent rules. Any child who breaks the rules of the Observation Home is reprimanded, whereas children maintaining discipline are encouraged. Therefore, it will be nice if you all also maintain discipline of this Observation Home. The CWC member also shared that a child was felicitated for being proactive in community service.



Harsh was in an Observation Home for about two weeks when this function on Republic Day was held. He had been brought to the Observation Home while trying to save his sister from molestation and the molester had got killed. He was finding it difficult to adjust to the environment of the Observation Home and had been aggressive with other children who had been branding him as a murderer. He even got into a scuffle with few of the children there. The CWC members gave example of Harsh to others as to how he had not been adjusting with fellow children and that how all children should behave well and live cordially.

5. Paraphrasing

Paraphrasing: Here, the communicator rephrases the content of the message given. Example: “I have been waiting in the queue for so long, I have been unwell and still brought my daughter for her admission to high school. I know it doesn't help by getting angry with the school authorities for taking so long to complete the admission formalities”.

Communicator: “It sounds like you know you should avoid getting angry at the school authorities”.

Purpose of paraphrasing

- ◆ To convey that you are understanding the person who is talking
- ◆ To help the person by simplifying, focusing and crystallizing what was said
- ◆ It may encourage the person to further elaborate
- ◆ Provide a check on the accuracy of your perceptions

6. Encouraging

No communication is effective till the time it is two-way communication. Encourage people to speak out, ask questions, and give their opinion, even if they disagree. Respect their ideas and opinions. Encourage them to have good rapport.

Example 1: I had explained to you about the benefits of mixing up with other inmates and participating in helping younger children at the Observation Home. It is nice that you have started doing all this after listening to me.

Example 2: It is really nice that you mix up with other inmates and participate in helping younger children at the Observation Home.

Discuss the two examples and let the participants share which one is better and correct way of giving example and why.

7. Summarizing

A summary is a collection of two or more paraphrases that summarizes messages or a session.

Purpose

- ◆ To tie together multiple elements of client messages
- ◆ To identify a common theme or pattern
- ◆ To interrupt excessive rambling
- ◆ To start a session or to end a session
- ◆ To review progress, reiterate and recapitulate important points
- ◆ To serve as a transition when changing topics

8. Asking Questions

Questions are part of communication interventions and are integral to two-way communication. Here we are talking about two main types of questions: open-ended questions and close-ended questions.

(i) **Open-ended questions** are those questions that cannot be answered with "Yes," "No," or one- or two-word responses. For example:

- ◆ Tell me what kind of problems you face while staying in Observation Home?
- ◆ What is your routine at the Observation Home?
- ◆ What are the reasons for not getting along with other inmates?

Purpose of open-ended questions

- ◆ To encourage elaboration
- ◆ To motivate and encourage the person

(ii) Close-ended questions are those that can easily be answered with a “Yes”, “No” or one- or two-word responses.

Examples

- ◆ Are you getting along well with other inmates?
- ◆ Do you participate in community service activities?
- ◆ Do you ever discuss your matters with other inmates?

Purpose of close-ended questions

- ◆ To obtain specific information
- ◆ To identify parameters of a problem or issue
- ◆ To narrow the topic of discussion
- ◆ To get a concise answer

Exercise: Tell the participants that they have to identify the type of question from the list given below:

1. Do you know that it is important to follow the rules of the Observation Home?
2. Are you getting along with other inmates?
3. What are the challenges that you are facing here?
4. What activities are you undertaking as part of community service?
5. Do you participate in community service?
6. How do you spend your time here?

Tell the participants that there are few things to be kept in mind in addition to asking open-ended or close-ended questions. Ask the following questions:

1. While asking questions, is it alright to use such words which people cannot understand? Why?
2. Is it ok to ask too many questions in one go? Why?
3. Is it alright to wait for the answer after asking the question? Why?
4. If a particular question has not been understood, should it be repeated in the same manner or should it be asked differently? Why?

Concluding the Session (5 minutes)

In summarizing this session, make the following observations:

- ◆ Listening is an important skill for effective communication
- ◆ In order to make people open up and have proper communication, encourage them to give their opinions and ask questions
- ◆ It is important to give relevant and contextual examples
- ◆ Messages should be simple and short. Summarizing in between long conversations helps to understand the message better
- ◆ Communication is not only giving information, but it is also motivating people, praising them, making emotional connects, asking the right questions

Based on the above discussion, summarize that the following points should be kept in mind to ensure effective communication:

- ◆ Give due respect to the person
- ◆ Give correct and complete information
- ◆ Be sensitive to people's needs, timings and convenience
- ◆ Maintain confidentiality
- ◆ Remain positive. Accept people as they are. Do not try to point out their shortcomings
- ◆ Do not form opinions or be judgmental
- ◆ Remain calm and maintain a balanced attitude
- ◆ Maintain relationships
- ◆ Use gender sensitive language to ensure a gender equitable approach
- ◆ It is important to give correct and complete information at the right time. In case information is not known, accept the fact that you need to update yourself
- ◆ Encourage people to ask questions and to share their point of view
- ◆ Use simple or colloquial local language



Behaviour Change Process Parts I and II



Session Outcomes

At the end of the session, participants will be able to:

- ◆ list the different steps involved in the behaviour change process
- ◆ relate personal experiences to the different steps in the change process
- ◆ articulate the role of the communicator in each step of the behaviour change process
- ◆ list the barriers that could occur at each stage of the change process



Materials Required

- ◆ Story cards
- ◆ Blackboard and chalk or chart paper and sketch pens



Methodology

The session is divided into four parts:

Part I: Telling a story using the story cards

Part II: Presenting the first chart depicting the seven steps in behaviour change process

Part III: Sharing of personal experiences in behaviour change first in groups, then each group shares one experience narrated in the group with the other groups in the plenary session

Part IV: Presenting the full chart and discussing each step in the behaviour change process. Focus on the chance that a person may drop out at any stage of the change process

Part I: Telling a story using the story cards

Using the story cards, narrate the following story:



Time

30 minutes

Nandini's story

Nandini was the most intelligent student of her class. Before COVID-19 pandemic, she would not miss school even for a single day. But during the pandemic, her father lost his job. Nandini could not get enough facilities to be able to continue her studies online. Her parents decided to get her married rather than making her sit at home. Nandini's teacher got the information about her marriage through her friend Ranoo. She decided to visit Nandini's house to talk to her parents.

When the teacher reached Nandini's house, she talked to her parents and explained the benefits of continuing Nandini's education. She told them that Nandini was an intelligent and hard working girl and one of her best students. She also informed them about the scholarship scheme that Nandini could avail in order to continue her studies. This would not add extra financial burden of educating their daughter on them. Upon hearing about the possibility of getting scholarship, Nandini



felt that her parents could now allow her to continue her studies. She became very excited.

Nandini's teacher informed the family to visit her at the school the following Monday in order to submit application for the scholarship. She also reminded Nandini to carry her old mark sheets, aadhar card and report cards along with her parents' relevant documents. The teacher also gave Nandini her old smart phone using which Nandini could resume attending online classes.

The following Monday, Nandini did not go to meet her teacher. After the school got over, the teacher along with the school headmistress visited Nandini's house to find out why they had not come. Incidentally, Nandini's father was at home only. On seeing them, he told them that Nandini did not find it convenient to attend online classes using the smart phone and therefore she would not be continuing her studies. Also, a boy was coming along with his parents to see her the next week. He also told them that he was very keen that Nandini should get married so that he could be relieved of his responsibilities. Nandini's grandmother who was listening to the conversation also said that she herself had got married at a very young age and she would like to see her granddaughter getting married before she died.

Both the teachers patiently discussed the matter with Nandini's parents and made them understand that Nandini was still a child and it was not a good idea to get her married at this age. They also spoke about Nandini's dreams of joining the armed forces. After a

lot of back and forth, Nandini's parents agreed to fill up her scholarship application. The teacher was carrying the form and helped Nandini fill it up.

Next week Nandini's classmate Ranoo informed the teacher that the boy's family was scheduled to visit Nandini's house the next day.

The teacher approached the Sarpanch of the village and requested her to come along to Nandini's house as Nandini was still very young to get married. Also, the teacher was very keen to help Nandini fulfill her career dreams. The Sarpanch Meena Devi and Nandini's teacher visited Nandini's house. They also asked Ranoo's mother who was a teacher in another village to accompany them. Together, all of them tried to convince Nandini's parents to not get her married. Nandini's father informed them that his cousin brother who lived in the nearby village had also applied for the scholarship scheme for his daughter but no action had been taken on the application for almost eight months despite repeated follow-up visits. He also complained that even if Nandini gets the scholarship, it will be difficult for her to go to the school in another village on a bicycle. He complained that such scholarship schemes worked only on paper and he did not want to lose the opportunity of getting his daughter married to a suitable boy. Also, it being COVID time, there would be limited guests and they can get Nandini married without spending too much money.



Ranoo's mother then explained to Nandini's parents that she too had applied for the scholarship scheme for Ranoo and that Ranoo had already received the scholarship. She informed that Ranoo had received a laptop with the help of which she could attend online classes.

The Sarpanch also informed Nandini's parents that she was aware of a group of girls who had been going to the high school in the other village together and it would be safe for Nandini to go along with them. She also explained to them it was against the law to get their daughter married as she was still underage. Finally, they could together convince Nandini's parents to call off the alliance and allow Nandini to continue her education.



Nandini finished her school with flying colours and joined an academy in the nearby block that imparted training to join armed forces. Nandini's parents are very happy that they listened to the teachers and the village Sarpanch.

Not only did Nandini's parents make her pursue her dreams but also these days motivate other girls in the village to continue their studies and realize their dreams. Nandini's father now proudly tells everyone that he will make sure that his other two daughters also complete their studies and become respectable citizens.

Once you complete narrating the story, ask the following questions:

- ♦ What did you think of the story? Do you find families like Nandini's who are reluctant to continue high school education for their daughters?
- ♦ How did Nandini's teacher handle the case? Did she try to find out the reasons for Nandini's father and grandmother's opposition to her education? Did Nandini's family accept her advice?
- ♦ How did Nandini's teacher finally convince the family and win Nandini's support in promoting completion of education and prevention of child marriage?
- ♦ What is that Nandini's teacher could have done better? (Like counselling the family and giving successful examples of other girls who had completed their education while they were filling her scholarship form?)

Allow sufficient time for the participants to reflect and share their views on each of the above questions. Keep asking questions to elicit the following:

During her first visit to Nandini's house, the teacher was able to create 'awareness' as well as 'desire' in Nandini about the scholarship scheme and to continue her education. But her parents influenced her and dissuaded her from going ahead. She also gave them 'knowledge/skills' on how to fill the form and where the form would be available.

On the second visit with the headmistress, they were able to get Nandini's parents to test the 'desired' behaviour by agreeing to 'try out' filling the scholarship form.

But, again, the fact that Nandini's cousin was struggling to get the scholarship even after an year of submitting the application and also her father's belief that the schemes were good only on paper, encouraged the family to go ahead with Nandini's wedding plans.

Nandini's teacher again influenced and motivated the family by bringing in the Sarpanch and Ranoo's mother and was successful in convincing the family to go ahead with completing the scholarship application process.

In this manner, Nandini's parents realized that it was good to get their daughters to complete their education and follow the advice of her teacher. Therefore, they continued her school and also enrolled her for armed forces training, thereby 'sustaining' the behaviour change.

Part II: Presenting the first chart depicting the seven steps in behaviour change



Time

15 minutes

Leading the discussions on Nandini's story in Part I, initiate the discussion on the Behaviour Change Process.

Step 1 in the change process is to become AWARE of a change that needs to take place. Write 'AWARE' on the board and discuss how Nandini and her parents became aware that there are various scholarship schemes that are good for their daughter to continue her studies. This awareness could come from a neighbour, a relative or a friend or through a school teacher, any member of the School Management Committee (SMC) or any other functionary in the village. It could also be through the media - newspaper, radio or TV. Once the same message is heard several times (e.g. all girls should complete their education, every child should be in school, etc), one develops a DESIRE to test the change. This is Step 2 of the change process. Write 'DESIRE' on the board as shown in the chart and draw an arrow indicating that awareness leads to a desire for change. Now that one desires the change, one will look at ways to make the change and this could be acquiring a new SKILL (as in the case of the skill to fill the scholarship form the right way) or KNOWLEDGE (as in the case of knowing when and where to submit the filled in scholarship form, which additional documents to append along with etc).

Therefore Step 3 is acquiring the necessary skill or knowledge to make the behaviour change. Write 'KNOWLEDGE' or SKILL on the board as shown in the chart and draw an arrow to indicate that desire leads to acquiring the necessary knowledge and/or skill to make that change.

Now that one has acquired the knowledge and/or the skill, Step 4 will be to TRY OUT that change (e.g. attending online classes using the mobile and filling up the scholarship form). Write 'TRY OUT' on the board as shown in the chart and discuss this as the Step 4 in the change process.

Individuals analyse the experience of trying out the new behaviour and if the assessment is negative (as in Nandini's case), the person drops out from the process. If it is positive, the tendency is to try it out once again. In other words, REPEAT the action. This is Step 5 of the cycle.

If the experience of Step 5 was good, one will tend to repeat the action, in other words MAINTAIN (Step 6) the behaviour and soon it becomes a SUSTAINED (Step 7) BEHAVIOUR CHANGE or a habit. Write 'MAINTAIN and SUSTAIN' on the board as in the chart with the arrows linking them and discuss these steps with the participants.

The behaviour change process is thus completed.

DAY 2

..... Session 5

Behaviour Change Process Parts III and IV



Time
60 minutes

Part III: Sharing of personal experiences in changing behaviour by participants



Time
30 minutes

Divide the participants into groups of six or seven members each. Request each participant to share any one of their personal experiences in changing a behaviour or acquiring a new behaviour with the other members of their group. Request the participants to share their experiences keeping in mind the steps discussed and listed in Part II. Once each member in the group has shared his/her experience, request each group to select one of the experiences shared within the group and share it with the other groups. One member from the group has to present the experience.

Part IV: Presentation from groups and discussions



Time
30 minutes

One member of each group presents one of the experiences from her/his group. They are given five minutes each. Group members should be requested to supplement the presentation by their groups. Once all the groups have made their presentations ask participants:

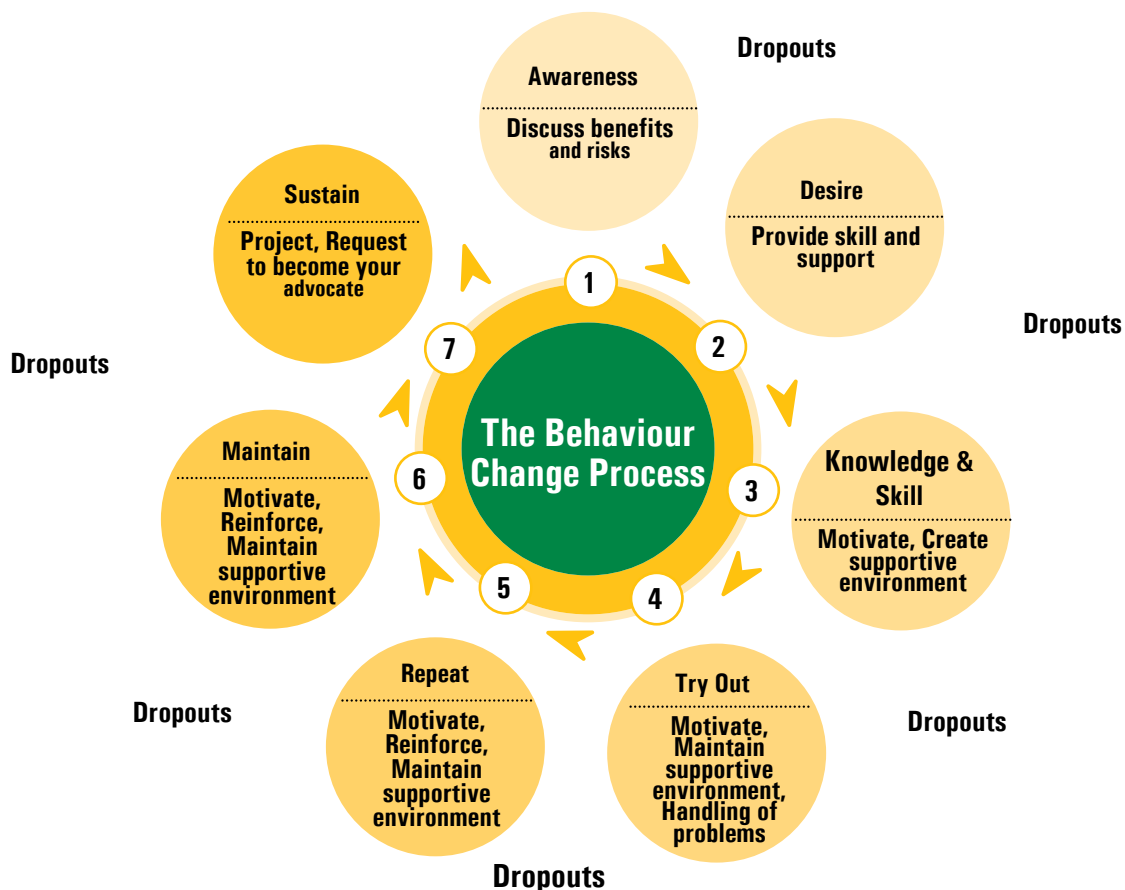
1. Whether they were aware of the different steps of the change process discussed in Part II while they underwent the change?
2. Whether any member had tried a changed behaviour and given up at any stage of the process? Allow sufficient time to elicit the fact why people drop out and give up. Discuss what the reasons could be for giving up.
3. Whether there was someone motivating them or inspiring them to go ahead with each step of the change process?

The facilitator summarizes participants' experiences in terms of the role played by them at each stage of the change process. This will help them understand how there is a role to play at each step.

Give sufficient time for participants to discuss each question and highlight the key points arising from the discussions.

Show the earlier diagram of the change process and explain/discuss their role at each step.

The Behaviour Change Process and Role of Service Providers



Concluding the Session

Using the diagram that was drawn in Part II of the session and the discussions from Part III, complete the chart indicating that at any step of the circle one could drop out from the change process, unless there is someone motivating and 'facilitating' the person to make that change.

This is where the members of VLCPC or ASHA or the AWW or the ANM or any other worker would monitor and support the individual to carry on with the change process. We know of many cases where families

drop out after getting their first daughter married after she has completed 18 years of age. If we are to prevent such dropouts we need to follow up with each family and child 'at risk' and support them in understanding the need for the changed behaviour. Therefore it is critical that an ENABLING ENVIRONMENT is created and sustained to help individuals, families and communities make the desired change. An enabling environment would consist of the following:

- ◆ Supportive relatives and neighbours
- ◆ Functionaries and volunteers and other opinion leaders with their sustained encouragement through counselling and dialoguing, provision of quality services
- ◆ The media (press, radio, TV etc.) through supportive messaging

In conclusion, ask the participants how they found the entire session. Ask them what the major learning outcomes were and whether they were able to relate to the behaviour change process.



Tips for the facilitators: Emphasize that the communicator plays an important role at every step of the change process. In the case of Nandini, her teacher had first visited her house, spoke to her parents and convinced them about the importance of continuing Nandini's education. When Nandini did not come to submit her scholarship application, the teacher brought the Sarpanch and Ranoo's mother and convinced the family. At each stage, we have to be very conscious that the individual or family could drop out and therefore we need to monitor them and ensure that we continue with our efforts to bring about the behaviour change with supportive strategies.



Creating a Supportive Learning Environment



Session Outcomes

At the end of the session, participants will be able to:

- ♦ describe what is supportive environment
- ♦ list out people who could help in creating a supportive environment
- ♦ describe ways and means of creating and sustaining a supportive environment that will help them in their work



Materials Required

- ♦ Writing board, chalk/markers, duster or chart paper and sketch pens
- ♦ Behaviour change process chart
- ♦ Handout: Concept note on supportive environment



Process

Narrate the following story:

Chanchal loves to play in his courtyard. He is a 3 year old, cute but naughty boy. Lately, he has developed a strange habit. Every time his grandmother plants a papaya plant in the courtyard, he plucks off all the leaves when no one is around. He is so obsessed with this new pastime that he waits for the new leaves to appear and then he plucks them off.

Everyone at home is baffled, especially the grandmother, at the strange disappearance of the leaves.

Then one day....

But that's another story that we will come out later with.

- Now ask the participants the following questions:
 - Why is everyone at Chanchal's home so concerned about the missing leaves?
 - What will happen to the papaya plants if Chanchal succeeds in his mission of keeping them without leaves?
- Prompt the participants to recall the session on The Behaviour Change Process in order to revisit the concept of 'Supportive Environment' for further discussion on the same.
- Engage the participants in a discussion about the factors that constitute Supportive Environment (SuEn)
- Ask them to recall Nandini's story and write, "People who helped Nandini" on the board as shown in the figure below. Elaborate that it is not just the people who helped Nandini in the past or can help her at present but also those who have the potential or are in a position to help her in the future.
- While the participants share their responses, write them on the board around "people who helped Nandini" and arrange them in the manner as shown in the figure below:

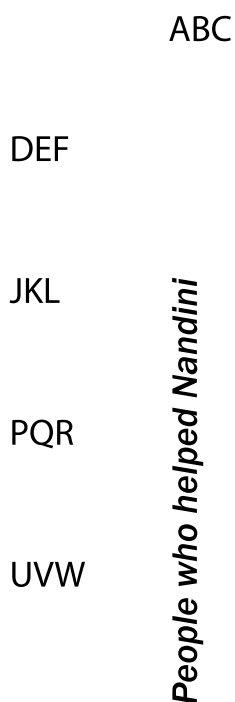


Figure 1

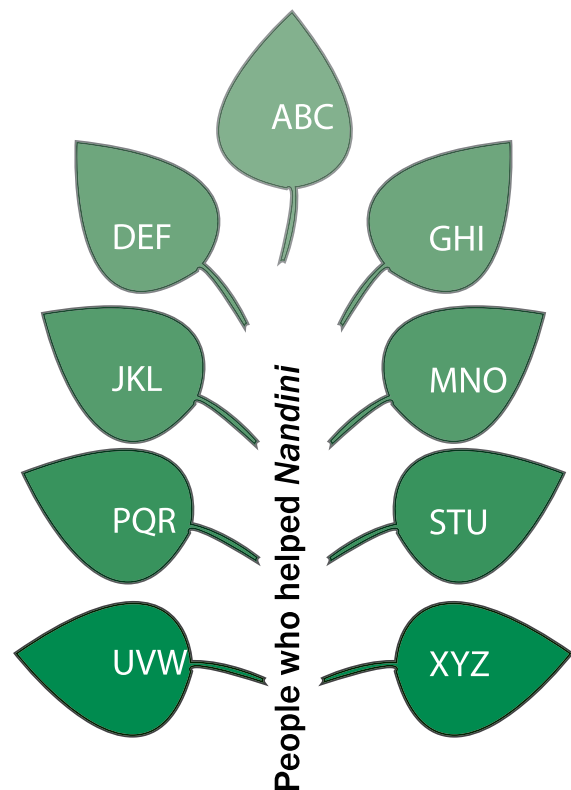


Figure 2

6. Once the discussion is done, draw a leaf around one response and then invite the participants to do likewise with the rest of the responses (Figure 2).
7. Allow time for the participants to reflect and comment on Figure 2 when completed.
8. Divide the participants into five sub-groups to discuss the ways and means of creating and sustaining a SuEn that will help them in their work.
9. Also, ask them to discuss the role they can play in creating a SuEn for the community/individuals at each step of the change process.
10. At the end of the discussion, ask each group to share two points that emerged during their discussion which they consider most important. Note the points on the board by the side of SuEn tree. Encourage all groups to do the same.

Concluding the Session

Encourage the participants to summarize key messages of the session. Fill in the crucial points if they are left out. Offer opportunity to the participants to provide a logical end to Chanchal's story by integrating the elements of a SuEn. Display the story thus developed by the participants in the training hall.

Summarize

- ◆ Most people require endorsement and motivation from others to act or behave in a new way, especially approval or backing of their peers.
- ◆ People are reluctant to adopt a new behaviour even when they are convinced of the benefits, as they are afraid of the consequences.
- ◆ While it is difficult to deal with rationalization, it is far more difficult to deal with emotional attachments that people have with the stand that they take on an issue.
- ◆ Keeping the window of dialogue open and nurturing this course of action is the key to success.
- ◆ Perseverance and genuine interest in people to understand them and then help them to see for themselves the benefits is the underlying principle that cuts across all approaches of dialogue for change.
- ◆ Practicing a gender equitable approach is also important to create a supporting environment.



Time
60 minutes

Qualities of a Good Communicator



Session Outcomes

At the end of the session, participants will be able to:

- ◆ list the knowledge, skills and values/attitudes that a good communicator should have



Materials Required

- ◆ Handout for quiz
- ◆ Chalk, writing board, marker pens
- ◆ Chart: Knowledge, Communication Skills and Values



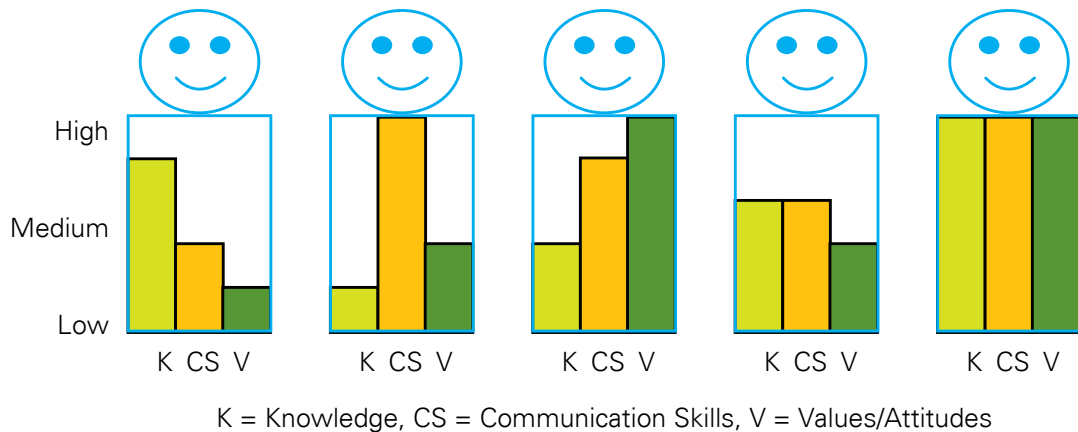
Process

1. Ask the participants what competency means. Generate a discussion. Conclude by saying that 'competency is the ability of a person to carry out an activity or a task effectively, producing the desired results'.
2. Then ask, "What are the essential ingredients that constitute competency?" Generate a discussion on this. Conclude by saying that competency consists of three key elements: Knowledge of the task, skills to perform the task and the right values and attitudes that make one perform the task well. In the case of a communicator, the skills required are good communication skills.
3. Distribute the handout having quiz on 'Knowledge, Communication Skills and Values' to the participants and ask them to mark the given columns with 'K' 'S' or 'V' based on their understanding. Encourage them to fill in the blank columns with additional knowledge, skills and values.
4. Give them about 10 minutes to fill in the handout.

Qualities of a Communicator

Knowledge on the topic and how it has to be handled	Ability to see oneself as one among the community		Ability to build rapport with individuals and groups
Ability to negotiate and handle arguments, etc.	Ability to empathize		Ability to use different tools for effective communication – posters, flip charts, exercises
	Information and knowledge on the local leaders, opinion makers, functionaries, etc.		Has a Plan B for reaching across
	Ability to speak effectively	Respect for all, including the poor and marginalized	Knowledge about the target population being addressed – their beliefs, values, traditions, social norms, etc.
Passionate and belief in the cause			Ability to listen attentively
Treating all equally irrespective of religion, caste, gender, age, physical condition and socio-economic status	Ability to analyse situations and different points of views	Works with full dedication	Knowledge of the region where one is working
Ability to use positive body language for best impact		Believes one's role is to provide them with the right knowledge and skills to make 'informed choices'	

Once the handout is filled in by the participants and discussions held, show them the slide having different levels of Knowledge, Skills and Values. Just watch how all these facilitators are smiling. This is because they believe that they are doing their job very well, whereas they do not have adequate skills. The truth is that a facilitator with adequate skills brings smiles on the face of others by his/her communication.



Conclusion

From the above discussions it can be seen that good communicators should have the knowledge, skills and the right values and attitudes to be effective in the field. Lack of any one of the above qualities makes them ineffective. We need to be motivated and committed to bring about change within communities. Now we will find ways to acquire the knowledge and skills to perform our tasks better.

Understanding Social Inclusion and its Importance in Social and Behaviour Change



Time
60 minutes



Session Outcomes

At the end of the session, participants will be able to:

- ♦ describe what exclusion means and understand the humiliation, frustration and sense of helplessness associated with it
- ♦ share their feelings after having experienced the imposed social restrictions and get fully sensitized to the need for focusing on inclusion in their communication plans



Materials Required

- ♦ Six pieces of chart paper (30 cm x 15 cm) (placards)
- ♦ Markers pens (thick, preferably of different colours)
- ♦ Statements for simulation exercise

Discussion



Process

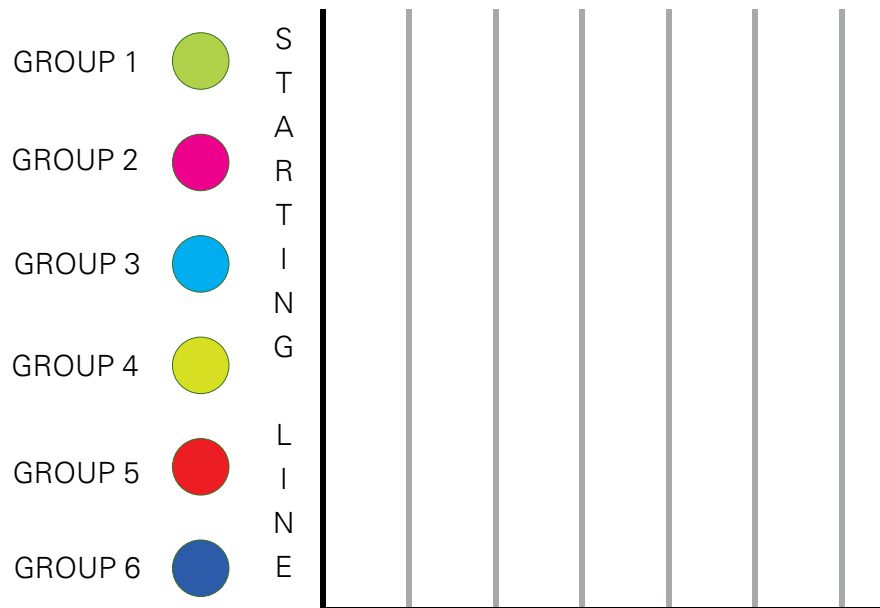
Divide the participants into seven groups and give each group a piece of chart paper/placard.

Assign each group a role as given below:

- ♦ Group 1: Scheduled Castes (SCs)/Scheduled Tribes (STs)
- ♦ Group 2: WOMEN (Single mothers, widows and women heading households)
- ♦ Group 3: Differently abled
- ♦ Group 4: Religious minority groups
- ♦ Group 5: Rich/dominant caste
- ♦ Group 6: HIV or leprosy affected people
- ♦ Group 7: Migrants

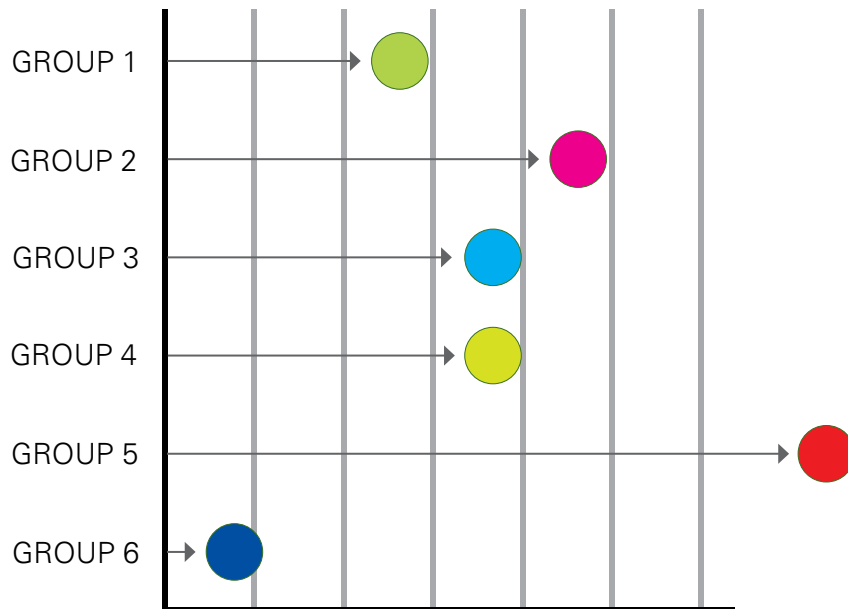
Tell the participants that during the exercise, the members of each group are required to feel, think and act as people belonging to the category assigned to them and their actions should reflect the reality in society and not what should be the ideal situation.

1. Each group is given a piece of chart paper to make a placard or given a placard if that is available.
2. Draw the lines on the floor of the training room and all the groups are made to stand at the standing point in the manner shown in the diagram below:



3. Read out from the list of statements (given at the end of the session).
4. The participants are requested to listen carefully to each statement and then discuss within their group and decide if they can follow the statements as in a real-life situation.
5. If any of the groups feel that they can perform the task in a real-life situation, they ask a member of the group to hold their placard and step forward so as to stand on the next line in front of the starting point.
6. Inversely, if the groups feel that it is not possible to perform the task in a real-life situation then they ask their representative (holding the placard) to remain wherever s/he is standing.
7. As the statements are read out, each group discusses the statement among themselves and then asks their representative to either remain where s/he is or take a step forward near the next line. This continues on until all the 10 or 12 statements are read out and acted upon.
8. The representative can keep stepping forward even after all six lines have been crossed.

9. At the end of the exercise you would have a situation where the groups are in different positions. The HIV/leprosy affected people would have moved one or two steps only, the SCs/STs three or four and so on. The rich/dominant caste will be way ahead.



10. Once the exercise is over ask the following questions:

- ◆ **What did we see here?**
- ◆ **Which category advanced the most?**
- ◆ **Which category was last?**
- ◆ **How much did each category advance?**
- ◆ **Why are the categories where they are?**
- ◆ **What stops people from advancing? Do the categories have equal status?**
- ◆ **If the answer is “no”, why it is so?**
- ◆ **Which categories were happy and which were not?**
- ◆ Allow the members of different groups to share what they felt while doing the exercise. Did they feel a sense of injustice? Try and bring out the frustrations, and feelings of helplessness and sadness that some members would have felt.
- ◆ Allow sufficient time for participants to reflect and share their feelings and thoughts about each of the questions. Remember we have to bring out the feelings of the participants so that they internalize what they are speaking and hearing.
- ◆ Ask whether this situation exists within our communities. Are children being deprived of their entitlements just because of their social, economic, gender or health status? Allow time for the participants to share their thoughts.

11. As wrap up to this part of the session, convey the following:

- ◆ There are many inequities that still remain within our communities.
- ◆ Large sections of our children remain discriminated against.
- ◆ The problem is acute in the case of children suffering from or children of HIV and leprosy patients, widows, *dalits* and tribals; girls in general are subjected to discrimination in almost all walks of life.
- ◆ The Indian Constitution gives every individual equal rights, irrespective of the religion, caste, gender or social status s/he belongs to. The Universal Declaration of Human Rights, the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) and the Convention on the Rights of the Child accepted all over the world recognize that everyone is born equal and guarantee the fulfillment of human rights. (Short notes on various conventions are given at the end of session).
- ◆ The Government of India, over the past several years, has made human rights central to development programming – the right to food, the right to livelihood, the right to education and healthcare and the right to information are all directed towards bringing about equity and social justice within our communities.
- ◆ It is extremely important that any SBCC initiative recognizes this basic tenet and ensures that we target those who are discriminated against and are most vulnerable. Empowering them and bringing them into the mainstream will help us to achieve our targets.
- ◆ We need to focus on inclusion in all the activities that we undertake, including home visits (select houses of the poor and marginalized), group meetings (focus on the discriminated and ensure that they participate and share their views), service delivery (ensure that the poor and vulnerable are given priority and are covered) etc.

Statements to be read out

How certain are you that..

- ◆ Your children will be treated equally in their school?
- ◆ Your children will get a fair chance to be selected for the school council team?
- ◆ Your children are not discriminated against during serving of Mid-day Meals?
- ◆ You can celebrate your child's birthday the way you desire?
- ◆ You can buy a cycle for your child?
- ◆ You can fund education of your child at the University level?
- ◆ Your child has no risk from violence and abuse?
- ◆ You can buy your child cricket kit that includes bat, ball, wickets, clothes and other necessary accessories to participate in inter-school cricket match?



Dialogues and Discussions of Change



Session Outcomes

At the end of the session, participants will be able to:

- ♦ describe GATHER approach in IPC
- ♦ discuss the importance of GATHER approach
- ♦ understand GC process



Materials Required

Copies of Case Studies 1 & 2



Process

A. (IPC - GATHER Approach)

- 1) Ask the participants if they have heard about GATHER approach. Note down on the board what they mean by GATHER.
- 2) Discuss the importance and what each component of GATHER approach means:

G-GREET the beneficiaries (establish rapport): It is necessary to overcome biases to meet people as equals. Greeting people personally helps in building rapport to a great extent.

A-ASK the child/caregivers (gather information on overall wellbeing): It is important to elicit the needs of the children/caregivers. Ask open-ended questions such as How are you today?, How are your studies going on?, How is everyone at home?, as the case may be.

T-TELL (provide information): Give only required information and check for understanding. Encourage to ask questions. Provide various alternatives, and to consider the advantages and disadvantages of each alternative.

H-HELP: Help in decision-making or problem-solving so that the barriers can be removed and people are able to take informed decisions.

E-EXPLAIN: Once the individual has made a choice, use Information, Education and Communication (IEC) materials to help the individual remember key information and clear any myths or misconceptions. Give further details on how to implement, and execute covering where to go, what timings are applicable.

R-RETURN/REFER/REALITY CHECK: Return visits or referrals should be planned. If necessary, repeat the information given. Assure the client that s/he can contact the communicator whenever in need.

DAY 3

B. Group communication



Objectives

At the end of the session, participants will be able to:

- ♦ demonstrate GC
- ♦ describe the role of a facilitator in GC
- ♦ enlist the Dos and Don'ts in GC



Materials Required

- ♦ White board, Board Markers



Process

1) The facilitator divides the participants in 3 groups

- ♦ Group A – 6-7 participants
- ♦ Group B – 3 participants
- ♦ Group C – Rest of the participants

2) The groups are given the following instructions:

- ♦ Group A – Will demonstrate a group discussion for 10 minutes
- ♦ Group B – Will be drawing a sociogram on the participation of the group members
- ♦ Group C - Will observe the group discussion

3) Let there be a group discussion on a topic such as, "SBCC is important for the success of any community programme"

4) After 10 minutes ask Group B to present the sociograms. Lead a discussion by asking:

- ♦ Was there a group leader/facilitator in the group?
- ♦ If there was a group leader/facilitator, what role did he play?
- ♦ Which members participated the least? Why?
- ♦ Which members participated the most? Why?

5) Let Group C comment on the group discussion conducted. Lead a discussion by asking: What were the positive things in the group discussion?

- ♦ What are the areas of improvement?
- ♦ What should be the role of group leader/facilitator

6) Emphasize that:

- ♦ All group members need to participate in the discussion
- ♦ There needs to be a group leader/facilitator chosen democratically

7) The group leader/facilitator should:

- a) Welcome and introduce the group members
- b) Introduce the topic
- c) Ensure participation of all
- d) Not let the discussion be dominated by few members
- e) Encourage the passive members to speak
- f) Summarize the discussion at the end and thank them

8) Conclude the session by emphasizing the equal participation of all participants and role of group leader/facilitator for an effective group discussion

C. Role plays demonstrating GATHER approach and GC

Divide the participants into four groups. Instruct the groups to develop the script and perform a role play demonstrating GATHER approach and good practices of GC. Give the groups the following situations:

- ♦ **Group 1:** An IPC session with a girl child and her parents on continuing education
- ♦ **Group 2:** An intergenerational communication with a newly married anaemic and pregnant adolescent, her husband and her mother-in-law on importance of maternal health and Ante-Natal Care (ANC) checkups.
- ♦ **Group 3:** A GC session for a group of adolescent girls on prevention of abuse
- ♦ **Group 4:** A community engagement session on bad effects of child marriage

Allow the groups 10 minutes to prepare their role plays and another 5-7 minutes to present them.



Time
75 minutes

Counselling for Children and Families² under the Juvenile Justice (Care and Protection of Children) Act, 2015

Introduction

Counselling is a process that helps children and their families to recognize and identify the factors responsible for the circumstances that lead to a child being in need of care and protection or coming in conflict with law. It also facilitates the children and their families to recognize their strengths, identify such resources that can help them overcome their problems, explore the available options and take healthy decisions. Counselling can also be an important support in certain set of circumstances for avoiding the children from being at risk of being repeatedly declared as CNCP or CCL. Counselling is a way to help children and their families find solutions to their problems and at no point of time should the counsellor or others in touch with them impose their own views and beliefs on the child and/or the family. Although counselling is a specialized branch of psychology, yet, certain individuals who come in contact with CNCP or CCL can be trained to assume counselling responsibilities, as it may be necessary for such lay-counsellors to intervene from time to time, if the child needs some immediate support or in cases when child is involved in illegal or potentially dangerous or harmful behaviour/situations. Such lay-counsellors may include PO, panel lawyer, member of the CWC member of a JJB and social worker.

Goals of Counselling

The goals of any process of counselling are:

- ◆ Helping the child and/or the family to develop problem solving skills and facilitate solving the identified problem.
- ◆ Helping the child and the family through an emotionally difficult time by building resilience and teaching coping skills.
- ◆ Helping a child and/or the family to develop skills to adopt a positive outlook and learn to live in peace and harmony with the given situation, which may not change soon (e.g. death of a parent, low income, etc.).



² Dr. Tejinder Kaur - https://nalsa.gov.in/sites/default/files/document/Training_Module_Samvedan.pdf

1. The process of counselling may be designed to:
 - ◆ Create a safe place for the child and/or the family to open up and share information
 - ◆ Help the child and/or the family to identify the problem
 - ◆ Help the child to acquire skills to be more aware of his own feelings and experience
 - ◆ Help the child and/or the family to work through various options and make reasoned and informed choices
 - ◆ Allow the child to express his emotions in an uninhibited manner
 - ◆ Help the child to identify how he/she feels after the counselling process and having found a solution to his/her problem

Steps in the Process of Counselling

Step 1: Building rapport and trust

Step 2: Exploring to understand the situation of the child/family

Step 3: Sharing and exploring the possible solutions

Step 4: Helping the child/family to arrive at the best solution in a given set of circumstances

Step 5: Continuing or terminating the process, as per the circumstances

Step 6: Building self-esteem in the child and generating life skills for healthy social existence



Step 1: Building Rapport and Trust

Trust Building: It is important to start building trust from the beginning of the relationship and to be consistent about it thereafter.

- ◆ Make sure the child feels safe and comfortable (do not touch the child without asking his/her permission, allow the child to decide where the child would like to sit, leave the door open, if the child so desires).
- ◆ Speak to the child in an age-appropriate way.

- ◆ Be honest with the child about the counselling relationship and what you believe is achievable; be positive but realistic (i.e. if a child is upset because his/her father left the family, don't repeat that fact before the child, say it is 'ok' and that his/her father will come back).
- ◆ Genuinely care about and be interested in the child.
- ◆ Be sensitive to the child's language and cultural beliefs, respect the child's socio-cultural background (i.e. familiarize with the child using his/her cultural mores, if possible, making eye contact and try to be at the same emotional plane).
- ◆ Respect confidentiality – NEVER discuss the case of the child with your own friends and family, etc.
- ◆ Don't judge or tell the child what to do.
- ◆ Find out general information about the child (i.e. likes, dislikes, hobbies, friends, talents, but BE CAREFUL NOT TO COME ACROSS IN AN INTERROGATING MANNER).



Step 2: Exploring to Understand

The purpose of “exploring” is to get a better understanding of the problem by helping the child to tell his/her story (i.e. to help the child to express his concerns, what worries him/her and why). The exploring stage will also never end as the lay-counsellor can always learn more about the child's situation from time to time.

Some examples of questions that can be asked to help a child express him/herself include:

- ◆ How are you doing today?
- ◆ Tell me about your family... Who lives in your home? How is it going?
- ◆ How is school? Do you like your teacher?
- ◆ What is your happiest memory? What do you hope for?
- ◆ Is there anything specific that is troubling you that you would like to talk about?
- ◆ What can I help you with?

It is very important to understand more about the child's life (home, family, school, friends, etc.) so that you can fully understand not only the context of the problem but also know how to help the child out of the present difficult circumstances that the child finds himself/herself in.

For instance, you may explore the following:

What resources are available to the child?

Family Life

- ♦ Who is the child's caregiver?
- ♦ Does the child have siblings?
- ♦ Are other relatives living with the child's family? Are all members of the family healthy? Have any close relatives passed away?
- ♦ What impact do these people have on the child?
- ♦ If the child has moved/run away from the family, what were the circumstances for doing so; who all were in touch with the child; what were the experiences of the child after leaving the family?

Social Life

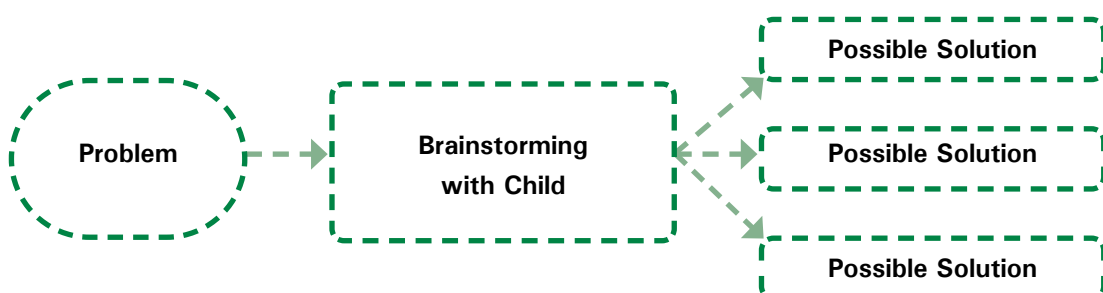
- ♦ Who are the child's friends?
- ♦ Does the child go to school, temple/church/mosque/any other place of worship or other places in the community where he interacts with people?
- ♦ Have any close friends/family members passed away? What impact did the person have on the child and how did it affect the life of the child?
- ♦ Who was/is the child close to? What influence did/does the person have on the child?

Setting Priorities – If there are many issues raised or problems identified, it is the CHILD and not the lay-counsellor who should decide what is most important and thus what should be worked on first and the lay-counsellor (i.e., PO, panel lawyer, members of the CWC, JJB or social worker, as the case may be) should only facilitate such prioritization.

Give the Child Some Time – Do not expect a child to talk about the most sensitive areas of his/her life during the first session! Give him/her some time to open up to you.



Step 3: Sharing Possible Solutions



Our role, as lay-counsellor, is to help the child grow and learn problem solving skills, and we can straightaway start doing so at this stage! As far as possible let the child come up with the information and let the child work out what the best solution may be. The lay-counsellor would obviously have to use his/her judgment here – if the situation is severe or at crisis-level or if the child is too young, then the lay-counsellor would play a more active problem solving role than in cases where the child is older and needs only facilitative support.

Remember whilst we want the child's problems to be solved, it is an even bigger success if we can teach the child to solve his/her own problems – we are not here to be the hero or to get any compliments! The reward of the whole counselling process is the enhanced psychosocial competence of the child to cope with his/her personal difficult circumstances and emerge as a stronger individual, who no longer would need support as CNCP or CCL.



Step 4: Helping the Child Choose the Best Solution for Self

Not all solutions are good solutions! A solution that works for one person may not be acceptable to another! It is the role of the lay-counsellor to help the child work through the possible solutions to find out what IS BEST FOR HIM/HER.

Key things that must be considered for each possible solution are:

Four Key Questions:

- ◆ What are the pros and cons of each solution?
- ◆ What are the consequences of each solution?
- ◆ How will each solution make the child feel?
- ◆ What impact will each solution have on other people?

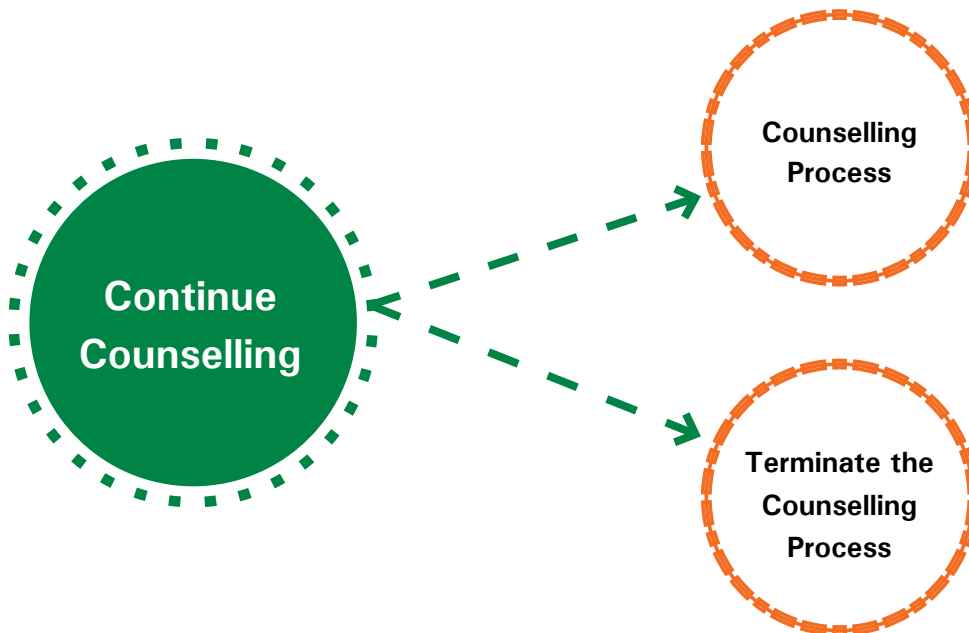
Once the child has narrowed down the solution/s he/she would like to pursue, help the child by asking action questions such as:

- ◆ How are you going to make this solution happen?
- ◆ What should the first step be towards solving the problem?
- ◆ Who could help you to bring about these changes?
- ◆ What could be a barrier (problem) to this solution and how will you deal with the barrier? (The reason for highlighting possible barriers is not to discourage the child, but rather to prepare them that the solution may not be easy or quick, and to help them not give up when the first barrier is encountered).



Step 5: Continue or Terminate

The following diagram demonstrates the most common next steps:



Continuing Counselling

- ♦ The child may not be able to express everything that is worrying him/her and work through all the solutions in one session! So you may need to see the child a few times. So long as you are making progress that's absolutely fine!
- ♦ It may be difficult to bring a session to an end if it has been particularly emotional, but ideally, a counselling conversation should be less than an hour – so that it is not overly exhausting for the child or lay-counsellor; to give the child time to think through what has been discussed, and the lay-counsellor has time to attend to other children and to his/her other duties.
- ♦ It is also difficult to get back to that 'deeper' area of concern that needs counselling support in the next session after you have not seen the child for a few days. The technique of 'summarizing' can help us bring one session to a close and regain the same place in the next session.
- ♦ Always remember to reassure the child that you are available, if something goes wrong before the next session and agree to a time and place for the next conversation/session/hearing/interaction.

Terminate Counselling

- ♦ Counselling can be terminated when you (as lay-counsellors while being PO, panel lawyer, member of the CWC, member of a JJB or social worker) and the child feel that the child is ready to move on without further assistance. Remember the purpose of counselling is to help them grow, to be able to cope with or solve their own problems – and certainly not to breed dependency.

- ♦ The following is important to remember for terminating counselling:
 - a. Is the child emotionally ready to end the relationship?
 - b. How can the family be involved to offer continued support?
 - c. Help the child consider other coping structures (i.e. an aunt, a friend, a pastor/a priest, or a peer group).
 - d. Always explain to and agree with the child that the counselling will be terminated (or reduced in frequency).
 - e. Assure the child of continued support, as and when necessary.
 - f. Before terminating counselling, it may help to meet with the child less often and wean him/her from the counselling relationship (i.e. if you met once a week for three months, meet once every two weeks for a month, and so on, before termination).



Step 6: Building Self-Esteem in Children

Appreciation – A child's self-esteem will suffer if he or she is not appreciated. A child will know if an adult or other young person is insincere and/or does not enjoy the child's company. When spending time with a child who has low self-esteem, it is vital to honestly enjoy his/her company, to express your enjoyment, to congratulate or thank the child when he/she has done something well. Appreciate the child's special skills and his/her uniqueness.

Make the child feel wanted and important. It reduces chances of coming in conflict with law as an 'attention-seeker'.

Encouragement – A child's self-esteem is boosted by words of encouragement. Encouraging decision-making in a child will also lead to feelings of confidence and independence in the child.

Praise – Self-esteem comes from what you think about yourself, while praise is an external expression by someone else. However, praise is also one of the ways for encouraging a child to value himself/herself and his/her unique abilities. It helps reinforce positive behaviour in a child.

Mutual respect – A child's self-esteem will be strengthened when he/she is treated with respect and taken seriously, especially when expressing his/her views. When a child is treated as an intelligent individual with the capacity to understand things and to learn from his/her mistakes, the child will understand that he/she is respected and valued for who he/she is. The child also learns to show respect towards other members of the society, thereby reducing the chances of the child coming in conflict with law under many circumstances.

Dealing with failure – If a child fails he/she must not feel that he/she is a failure. Remind the child that failure is only a temporary setback on the road to success. Never tell the child he/she has failed, let you down or cannot succeed. Be encouraging and help the child to believe in his/her ability to succeed, no matter how long it takes! When a child does not succeed in his/her endeavour, teach him/her that he/she can learn from the situation and encourage him/her to analyse the situation and understand what he/she can do better next time. Make the child appreciate that it may not be worthwhile to focus on an activity that he/she did not succeed in and help to focus on another activity which may be more appropriate. Also make a child appreciate that there can be disappointments in life, but these are not the end of the road for him/her, rather life is a combination of successes and failures, where we learn from our setbacks and make a new beginning. Let the child know and identify what is achievable and what is not achievable, and remodel his/her efforts and focus his/her energies accordingly.

Attitude – The way a lay-counsellor (who may be a PO, panel lawyer, member of the CWC, member of a JJB or social worker) sees a child will make a big difference in the child's attitude. Although many children are dealing with very difficult situations, it is important that the counselling relationship be a place where the child learns to see his/her strengths, identify his/her weaknesses and threats and works to reduce those, capitalize on his/her opportunities using his/her strengths and acquired/upgraded skills. It is good to work with the child to undertake a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis to help the child emerge stronger and not persistently be in need of care and protection or repeatedly come in conflict with law. However, if the lay-counsellor pities him/her and only sees the negative in the child's situation, it can keep the child from growing and coming out of the difficult circumstances, be it a child in need of care and protection or a CNCP or CCL. The attitude of the lay-counsellor (who may be a PO, panel lawyer, member of the CWC, member of a JJB or social worker) strongly impacts the psyche of the child and the way a child looks at himself/herself and the circumstances that the child is in.

Effective Counselling Skills

- ◆ Active listening
- ◆ Paying attention: Eye-contact, nodding, etc.
- ◆ Hearing before evaluating
- ◆ Listening for the whole message
- ◆ Probe for causes and feelings
- ◆ Reflection – feeling and meaning: Recognizing child's feelings and letting him/her know that you have understood his/her feeling
- ◆ Questioning: Asking open-ended questions which allow for more explaining. Help the child to go deeper into his/her problems and gain insight
- ◆ Paraphrasing: Repeating in one's own words what the child has said
- ◆ Interpretation: Giving back to the child the core issue that he/she is struggling with

Qualities of an Effective Counsellor

- ♦ Positive regard or respect for people
- ♦ Open, non-judgmental and high level of acceptance
- ♦ Caring and empathetic
- ♦ Self-aware and self-disciplined
- ♦ Knowledgeable/informed about subject and aware of resources available within the community

Basic principles of counselling to be followed:

- ♦ **Trust:** Counsellors cannot help a child if there is no element of trust. Before moving into counselling, establish trust. Child feels free to express and share his/her concerns when the child can trust somebody.
- ♦ **Confidentiality:** Respect the privacy of the child. Assure him/her that everything will be kept in strict confidence. Confidentiality in the entire process of counselling is very important and enhances the dignity of the child.
- ♦ **Self-Determination:** The child can make his/her own decisions about life, as much as is realistically possible. The role of the counsellor is to provide OPTIONS and OPPORTUNITY, or to help the child to explore alternatives best-suited to his/her capability and situation (coping strategies).
- ♦ **Positive Approach:** Emphasize what the child does well and focus on approval, instead of disapproval. Reward the child when he/she does things well or when he/she makes an effort.
- ♦ **Focus on Feelings:** It is often essential to discuss the child's feelings (both open and hidden ones) to help him/her understand himself/herself and his/her circumstances better and cope with life in a better manner.
- ♦ **Showing Empathy:** 'Empathy' is the ability to enter the perceptual world of the other person, to see the world as the other person sees it. It is important to understand the child and his/her problems from his/her point of view. This provides emotional support.
- ♦ **The Lay-Counsellor must appear to be Genuine:** The counsellor should not only be but also appear to be completely involved in the interactive counselling process to demonstrate to the child his/her genuineness so that the child is able to draw benefit of such interaction and the lay-counsellor is also able to discharge his/her function as a PO, panel lawyer, member of the CWC, member of a JJB or social worker effectively and with correct knowledge and perspective of the situation and the circumstances of the child, to arrive at a proper decision in the 'best interest of the child'. Yet it is essential that the PO, panel lawyer, member of the CWC, member of a JJB or social worker remains emotionally balanced and reasoned in his/her approach and action.

Skills and Techniques of Counselling

Rapport Building

- ♦ Rapport is a relationship of mutual respect, responsiveness and influence
- ♦ It is an ongoing process
- ♦ It is an honest attempt to understand a child from his/her perspective (i.e. a child's world)
- ♦ A willingness to be open – it is not a formal agreement
- ♦ In order to build rapport you need to have respect for the child's beliefs and values. However, you do not have to agree with those
- ♦ It is a willingness to see events from the child's perspective

Attending

Physical Attending

- ♦ Posture, eye contact, and general body position that communicates that the counsellor is paying attention to the child
- ♦ Do not have a physical object between you and the child
- ♦ Maintain a comfortable distance between you and the child
- ♦ Face the child directly
- ♦ Establish eye contact
- ♦ Maintain an open posture
- ♦ Lean towards the child

Psychological Attending: The ability to pick up on the child's non-verbal as well as verbal messages/cues

Exploration Skills

Responding with Empathy: Listening and understanding as if you were the child and then communicating as per your understanding

Self-Disclosure Sharing Personal Information with a Child

- ♦ It must be for the benefit of the child and not the counsellor
- ♦ It can be used as a model to help the child self-disclose
- ♦ It should not take the focus off the child
- ♦ Used sparingly and appropriately, it can enhance the therapeutic relationship

Advising

A Form of Directive

- ♦ The advising should not be seen as a command or a demand
- ♦ Counsellors need to take responsibility for the advice they give
- ♦ Advise in such a way that it leaves the child with the ultimate choice



Points to Remember

- ♦ Listen more than you talk
- ♦ Ask open-ended questions
- ♦ Act in a calm and poised manner
- ♦ Do not provide advice, and guide people to solutions

Qualities of a good counsellor, skills in counselling and barriers to effective counselling, which include physical barriers, differences in social and cultural background, non-verbal communication, and barriers caused by the child are also important to be taken note of, while acting as a lay-counsellor during the process of interaction with the child.

Tips for Maintaining a Healthy Counseling Relationship

- ♦ It is very easy to develop unhealthy counselling relationships. It is the counsellor's responsibility to maintain professional boundaries with the child being counselled.
- ♦ At times the child may become more attached than is appropriate. The child may begin to see the lay-counsellor as a parent, friend or romantic partner. It is imperative that the child understands that the lay-counsellor cares for him/her, yet the child also knows that the lay-counsellor is not able to fulfill some of the unmet needs and the interaction is to look for how best to address the needs of the child within the juvenile justice system, so as to enable the child to become a productive member of society.
- ♦ The lay-counsellor may develop feelings for the child and become overly involved in the child's well-being but needs to remind himself/herself, where his/her role ends.



- ♦ The child feels uncomfortable and/or threatened by the lay-counsellor (who may be a PO, panel lawyer, member of the CWC, member of a JJB or social worker) and may not cooperate during interaction. The lay-counsellor may take support of another stakeholder within the juvenile justice system or give some time to change his perception about the lay-counsellor through use of tact and an improved communication strategy, as no two children are similar in sensitivity, experience and background and each child is to be dealt with appropriately by arriving at the psychosocial plane of the child.

What Counselling is Not?

Counselling is	Counselling is not
Establishing relationships with children that are helpful	Judging children
Helping children tell their story	Interrogating children
Listening to children with all your attention	Blaming/Labelling children
Giving children correct and appropriate information	Making promises you cannot keep
Helping children make informed decisions	Making decisions for children
Helping children to recognize and build on their strengths	Preaching or lecturing to children
Helping children develop a positive attitude towards life	Arguing with children
Having conversations with a purpose	Imposing your own beliefs on children
Referring when situation requires therapy	Giving good advice
	Becoming the child's best friend



Using Communication Materials



Session Outcomes

At the end of the session, participants will be able to:

- ◆ list the different communication materials that could be used for effective communication and the relevance of each item as per the context of use
- ◆ describe the barriers in the use of different materials and what needs to be done to overcome them
- ◆ build their skills in using these materials through practice and classroom exercises
- ◆ list the Do's and Don'ts in using each item



Materials Required

- ◆ Film "How to use Poster, FlipCard, Flipbook and Brochure"
- ◆ CD Player and TV or laptop and LCD
- ◆ Samples of the different communication materials
- ◆ Chart papers
- ◆ Markers
- ◆ Small envelopes, containing *bindis*. The *bindis* will be of 4 different colours with 8 of each colour



Methodology

- ◆ Group work
- ◆ Film show
- ◆ Discussion



Process

- ◆ Participants are divided into four groups and asked to list the communication materials that they know along with their advantages and disadvantages.
- ◆ Participants brainstorm in large groups regarding opportunities for using the materials.
- ◆ Facilitator shows the film on use of materials.
- ◆ The four groups practice use of the materials, based on which participants will generate a checklist on use of the materials and organization of sessions.

Begin the session by saying, “Welcome to a very interesting session. I am giving each of you a gift. Please wear it so that everyone else can see it.” (Distribute the envelopes).

“If you could open your envelopes and wear what you have got, it will be a very colourful gathering.” Participants can put the bindis on their foreheads or clothes. While they do this, continue saying, “We have done a lot of work over the last few sessions in trying to understand how to communicate effectively. In the railway compartment exercise, we saw how showing a picture improves our communication. Most communication materials are developed to encourage individuals, families/communities to see, listen and think. A good communication material adds great value to our communication. In this session, let us look at some of the tools available for our use.”

“Please work in groups. Your task is-list all the communication materials that you are aware of. Then against each, you will discuss and write the advantages of using it and the opportunities you have to do so. Let us see an example of this.”

“A flip chart can be used to maintain interest of the group. It is also effective during home visits to explain issues. These are just two examples, but you may have many others. Similarly, there may be many other opportunities where you can use it. I will give you 10 minutes to prepare your charts and then we will view a presentation.”

(Ask whether the groups have understood the task before they begin preparing their charts).

“Let us form four groups. For this, you must find people who are wearing the same coloured *bindi* as you are.”

- ◆ When the groups are formed, the facilitator distributes chart papers and markers to each group. After 8 minutes, alert them that they have only 2 minutes to complete the exercise. Call the groups together after 10 minutes.
- ◆ Request each group to make their presentation. After one group has made their presentation, ask the next group to make their presentation, but only to add points that the first group has not mentioned. Do the same for the third and fourth groups. After all the groups have completed their presentations, add any points that may have been left out (refer to Handout 11.2).

HANDOUT 11.1

Materials Advantages Opportunities for Use

Flip charts, flip books: Can be used effectively with small groups. Can be used for different topics. Can maintain interest of audiences. Are easy to carry and use at different locations. For example, during home visits, for small group presentations, during adolescents groups meetings, engaging with children and their parents during inter personal and inter-generational communication.



Pamphlets, booklets, leaflets: Can be distributed. Individuals can read at their own pace. Can be shared with family. Give detailed descriptions. Can be used for people who can read, unless totally pictorial. Can be distributed during meetings, festivals, events. Can be given during home visits after reminding about the information given during a session.



Posters, charts: Can be put up in public where people can be reminded of information given. Although too many messages cannot be put on the poster, if it displays the main message in an attractive manner, then it can serve as a reminder to individuals. Can be displayed at the AWC, adolescent health clinics during meetings, at Panchayat Bhavans, PHCs, during rallies or events.



Flash cards: Are attractive to users. Can be passed around within a small group, so that people can touch and see the pictures. Are easy to carry. Can give information in a sequence. Are pictorial and therefore easily understood even by audiences with low literacy levels. Can be used during home visits, for small group presentations when children, parents, or during specific meetings.



- ◆ Once the presentations are done, close by saying, “There are many types of materials that make our job more effective and enjoyable as well. Still, there is some reluctance to use these materials. Ask the participants, why don’t we use the communication materials?”
- ◆ Listen to possible answers which could include responses like:
 - Many times they are not available (warehouse is far away or not available at the service site).
 - Don’t know the importance of using communication materials.
 - Lack of knowledge on how to use them.
 - Language barrier (if not in the local language).
 - Not told by supervisor to use them.
 - They need more time to use them.
 - Negligence.

- ◆ Assume that families/community can understand without seeing.
- ◆ Look carefully for those answers where action lies with the functionaries. For example, the last three answers are those where they can take corrective action themselves. Similarly, acquiring knowledge for using materials is another area where action lies with the functionaries.
- ◆ Ask, "What is in your hands? Which difficulties can you overcome? Are these really difficulties or just your assumptions? It is more to do with our attitude. If we want to use communication materials, we will. Sometimes, we do not use them because we think we will not be able to do a good job. Let us use this opportunity to see how materials are to be used and then practice their use ourselves."
- ◆ Show the film on correct use of the materials. This will take about 15 to 20 minutes. Answer any questions that the participants may have (film on use of communication materials). Prepare a checklist of how these materials can be used on a flipchart. If any points are left out, use Handout 11.2 to complete them.

HANDOUT 11.2

How to use Posters

There are two kinds of posters:

- ◆ Posters to motivate caregivers
- ◆ Posters to educate
- ◆ Display motivational posters in places of high visibility around adolescent clinics, waiting rooms and counselling rooms, bus stops, grocery shops, AWCs, Panchayat Bhavans etc. Think about what the poster is meant to do and what you will see.
- ◆ You also can use posters to initiate a discussion with the children and caregivers.
- ◆ Ask them what they see and what it means to them. If correct, reinforce their understanding positively. If incorrect, correct their understanding in a polite and patient way.

Position the flipchart in such a place that everyone can see it.

- ◆ Point to the pictures and not the written content.
- ◆ Face the audience (for group talks). Move around the room with the flipchart if the

Whole group cannot see it at one time. Try to involve the group.

- ◆ Ask the audience questions about the illustrations to check for correct understanding.
- ◆ If the flipchart has text, use it as a guide but familiarize yourself with the content before so that you are not dependent on the text.

How to Use Booklets

Booklets are designed to reinforce or support information given verbally by the main functionary. If used properly, they strengthen the messages you give to caregivers. The following are suggestions on how to use booklets:

- ♦ Go through each page of the booklet with the caregiver. This will give you a chance to show and tell about a problem or practice and answer any questions that the caregiver has.
- ♦ Point to the pictures and not the text. This will help the children or the caregivers to remember what the illustrations represent.
- ♦ Assess their reactions. If s/he looks puzzled or worried, then discuss the worries or ask questions. Discussion will help establish a good relationship and build trust between you and the caregiver. A person who has confidence in her/his service provider will often transfer that confidence to the method or practice selected.
- ♦ Give the booklet to the children or the caregiver. Suggest that s/he share it with others, even if the caregiver makes a decision not to adopt the health practice described.

Summing Up

The greatest advantage of using communication materials is that they help you in keeping your discussions focused. The conversation remains on target and brief. This is the hallmark of good communication.



Tips for facilitators

- ♦ This session has been organized to highlight the importance of using visual aids.
- ♦ The first part is to help the participants assess their own knowledge of the tools that they can use.
- ♦ In the next part they have expressed their reasons for not using the visual aids. Once they have expressed their own reluctance in using the materials and they have understood their fear, they can be motivated to overcome it.
- ♦ Do not allow them to dwell too long on the session on barriers.
- ♦ The films should be shown and questions raised by the participants, if any, can be answered. However the main purpose is for them to practice the use of the materials and the organisation of the sessions. Help them in generating the checklist for correct usage. This is to reinforce the learning from the videos.



Understanding Team Work



Session Outcomes

At the end of the session, participants will be able to understand:

- ◆ how teams should work?
- ◆ what is the role of each member of the team?
- ◆ what type of leadership would bring about the best results?



Materials Required

- ◆ 12 pieces of the Broken Square
- ◆ The key (guide) to the Broken Square exercise
- ◆ Blackboard and chalk or chart paper and sketch pens



Methodology

The Broken Square exercise followed by discussions

Tell the participants, “Our session now will be on team work, what a team means, its characteristics and the role that the members and the leader play.”

Ask them whether they belong to any team/s. If some of them answer “yes”, ask them which team they are members of, and who the other members of the team are. Ask them whether they have worked as members of a team and if the participants answer “yes”, ask two or three participants to share their experiences very briefly.

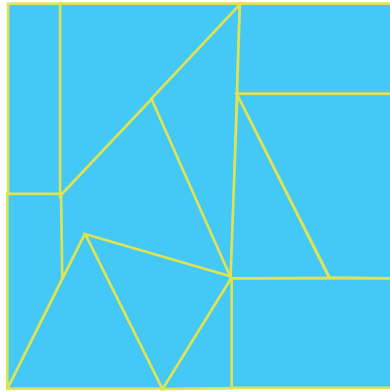
Tell the participants that usually they have to work in two types of teams. One within their own department, as a part of a team which comprises of their colleagues – peer level, juniors and seniors. The other team is outside the department at the field level where they interact with people from other departments and achieve a common goal. Like the CWC, JJB, DCPU, SJPU share a common goal of protection of child rights.

In this session, we will discuss the cross-functional teams.

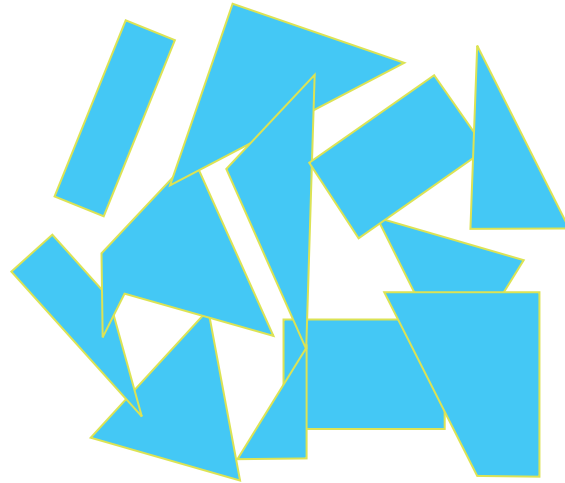


Process

1. Ask for five volunteers and send them out of the training room (Planning Team). Ask for five more volunteers (Implementing Team) and send them also out of the training room.



Guide to making the square



The 12 pieces that make the square

a. Address the participants inside the training room

"You are the observers. Your task will be to observe how each individual behaves in both the Planning as well as the Implementing Team. Also note the dynamics among the members as well as between the two teams. You will also observe different leadership styles as well as leadership transferring from one person to the other. Make a note on each member and her/his behaviour.

At the end of the exercise you will have to share your observations with all the participants.

"Keep your eyes and ears open; you will have a lot of fun".

2. Call in Team no.1 and tell them the following:

"You are the 'Planning Team' and you have an Implementing Team that will carry out the task of making a square under your instructions. Your task is to direct your Implementing Team to make a square by putting together the 12 pieces kept on the table. You will be given five minutes to look at these separate pieces of the square and plan how they can be put together to make a perfect square. The Guide on how the square could be made is also on the table to help you. After five minutes, the Guide will be removed."

After five minutes, your Implementing Team will be called in and you will be given another five minutes to instruct and advise them on how to make the square. You are not allowed to touch the pieces while instructing your Implementing Team.

Your success depends upon making of 'square' by your Implementing Team.

Now give the Planning Team five minutes to plan making the square. After five minutes tell them to stop and call in the Implementing Team.

3. Address the Implementing Team members:

" You are the Implementing Team." A square has been broken into pieces. You have to put these pieces together to complete the square. You have a Planning Team that knows how this can be done and they have been given five minutes to give you instructions to complete the task. During these five minutes you are not allowed to touch the pieces. Once the Planning Team completes the instructions you will be given another five minutes to make the square. You will not be allowed to consult any members of the Planning Team while you are making the square.

Your success in completing the square will also be the success of your Planning Team.

4. Ask the Planning Team to start briefing the Implementing Team on how to make the square using the 12 pieces. Remember to put away the Guide. Also remind them that they are not allowed to touch the pieces. Give them five minutes to do this.

At the end of five minutes tell the Planning Team members that their job is over and that they should move aside leaving the Implementing Team members to make the square.

Give the Implementing Team five minutes to make the square. After five minutes ask them to stop work. In most cases, they would not be able to complete the task.

Ask all the participants to go back to their respective seats.

Ask the Planning Team members the following questions:

- ◆ Did your Implementing Team succeed in making the square?
- ◆ Are you happy with the outcome?
- ◆ Why did they fail? What was the problem?
- ◆ Were you able to instruct the Implementing Team on how to make the square?
- ◆ Did you plan well?

Give the team members sufficient time to reflect and respond.

Now ask the Implementing Team members the following questions:

Did you succeed in accomplishing your task?

- ◆ Why did you fail?
- ◆ What was the problem?

- ◆ Did your Planning Team give you the right instructions?
- ◆ How was the coordination among your team members?

Give the team members sufficient time to reflect and respond.

Now ask the other participants the following questions:

- ◆ Why did the Implementation Team fail in its task?
- ◆ Did the Planning Team do its job well?
- ◆ What do you think went wrong?
- ◆ What were the dynamics among the members of both the teams and between the teams?
- ◆ Who were the leaders in the two teams?
- ◆ Were there members who were dominating?
- ◆ Were there members who were passive?

Generate a discussion around these questions and give sufficient time for the participants to respond.

Then ask whether the members worked as a team. What are the important characteristics of a team?

Bring out the following characteristics of a good team: Every good team will have

- ◆ Clear goals that all members share and aspire to achieve
- ◆ A detailed plan where tasks and responsibilities are clearly spelt out
- ◆ A maximum of about 15 members to be effective
- ◆ Strong bonding between members with mutual respect and appreciation
- ◆ A code of conduct with some rules and regulations that all members abide by
- ◆ A leader who is democratic and sensitive and respected by members

Concluding the Session

Conclude the discussion by saying, “We are all members of different teams – the CWC, the JJB and DCPU and the SJPU are a team. The team could be expanded by including NGOs, *Panchayat* members, etc., depending on the tasks to be accomplished. Only when all members work as a team, the results can be achieved. Everyone should have the same goals and share the same vision and values. Each one should play his/her role well since these roles are inter-dependent. If one member does not perform well, the team does not perform well. This is something that all of us should remember always.”

DAY 4

Session 13



Time
45 minutes

Creating a Positive Learning Environment



Session Outcomes

At the end of the session, participants will be able to:

- ◆ list the factors that contribute to a positive learning environment in a training
- ◆ describe the role of a facilitator in creating a positive learning environment during the training



Materials Required

- ◆ Writing board, chalk/marker pens and duster



Process

1. One of the facilitators welcomes the participants and tells them, “I’m going to tell you a story now. But the story demands that each one of you become part of it.”

Two sisters and two brothers had a property, which was square in shape. When the time came to divide the property equally among themselves, each of them wanted their piece of the property to be exactly equal in area and shape. Though they were able to divide the land equally in size and shape in two to three ways, they were not satisfied with the outcome. They fought with each other and almost stopped talking or looking at each other. It became very unpleasant.

This is where you come in. In order to resolve this problem, you have to suggest whatever option comes to your mind. The square land has to be divided according to the following two conditions:

- ◆ All four parts should be equal in area.
- ◆ All the parts should be exactly the same shape (look the same)

Please take your note books and try to divide the square into four parts according to the conditions above.

2. To facilitate the efforts of the participants, one of the facilitators should draw several squares on the writing board and invite the participants one by one to do the land division on the board.

3. When a particular division is completed on the board, the facilitator should verify its correctness with the other participants.
4. The facilitators should encourage the participants to come up with new possibilities. And finally, humorously, the facilitator completes the story:

It so happened that once the various possibilities were presented to the siblings, they decided upon one and divided the property accordingly. They lived happily ever after.

Post-story Discussion

5. Ask the participants to stop the exercise and get back to the discussion. Some participants might be continuing to try options and not listening to you. Request them to stop and listen to the ongoing discussion.
6. Now ask the participants the following questions:
 - ◆ How did you find the exercise?
 - ◆ Was it interesting?
 - ◆ How did each one of you feel during the exercise?
 - ◆ When did the exercise become interesting and involve everyone?
 - ◆ What did you observe during the exercise?

Allow sufficient time for the participants to reflect and share their thoughts and experiences.

As they share their thoughts and experiences, capture the highlights on the board.

The following points might emerge from the discussions:

- ◆ It was easy to make the first two to three divisions.
- ◆ After that, many felt that there were no more possibilities of dividing the square. A few participants lost interest and gave up.
- ◆ Since the facilitators were prompting them to continue, some kept trying. Then one of the participants came up with another possibility.
- ◆ This generated interest once again and all the participants started trying again. More methods of square division came up.
- ◆ It could be seen that participants who had succeeded in giving new options were interested in creating more and more. Their success also motivated others to keep trying.
- ◆ Those who were able to make new shapes were happy and felt good, which made them work harder.
- ◆ Even when the facilitators told them to stop, many continued trying to find more options.

7. Now ask the following questions:

- ◆ What was the role of the facilitators?
- ◆ Did they demonstrate how to divide the square?
- ◆ What were they doing during the exercise?

Allow participants time to reflect and share their thoughts.

Generate a discussion. After about five to seven minutes, stop the discussion.

Concluding the Session

1. Thank the participants for taking the exercise seriously and participating in the discussions actively. Then ask, “What do we learn from this exercise?”
2. Highlight the following:
 - ◆ New shapes and designs came from the participants and not from the facilitators.
 - ◆ The exercise helped in keeping the participants involved and the encouragement from the facilitators sustained their interest.
 - ◆ As the participants succeeded in creating new designs they became interested in doing more. Success raises both motivation and self-esteem, two important factors that promote learning.
 - ◆ This exercise contained four important ingredients that promote learning:
 - There was an activity that involved the participants and helped them experience the process.
 - It demanded creativity from the participants which challenged them, providing them an opportunity to express themselves.
 - The learning took place in a joyous and fun environment with the facilitators posing no threat to the participants. Instead, they were encouraging and appreciative of their efforts.
 - At no time during the activity did the facilitators highlight any mistakes on part of the participants, something often done by facilitators that demotivates participants.
 - ◆ Discussions conducted after each activity are crucial – the effort is to get the participants to share all such thoughts, feelings and experiences through which learning takes place.
 - ◆ A good learning session will bring out the best in the participants and help them learn at their own pace.



Time
45 minutes

Theory of Adult Learning and Learning Styles



Session Outcomes

At the end of the session, participants will be able to:

- ◆ describe key features of the adult learning theory and application of the same during training sessions
- ◆ describe different types of learning style and importance of applying all the three styles during facilitation



Materials Required

- ◆ Writing board, chalk/marker pens and duster
- ◆ Sample test for assessment of learning style

Part A



Process

1. Post the following question on one half of the writing board:
“Where do you get motivation to learn something?”
Note responses from the participants on the writing board (below the question).
2. Post the next question on the other half of the writing board:
“How do you learn?”
Note the responses once again on the writing board.
3. Generate a discussion to draw out the following points and write them on the writing board. Continue discussions with reference to the earlier session ‘creating a positive learning environment’.
 - ◆ Adults must have a vested interest in learning
 - ◆ They need to be self-directed
 - ◆ They need to draw on their experiences in learning situations

4. Follow up with a discussion around the enabling factors that help adults learn best, when
 - ◆ they understand why something is important to know or do
 - ◆ they have the freedom to learn in their own way
 - ◆ learning is experiential
 - ◆ the time is right for them to learn
 - ◆ the process is positive and encouraging
5. All through the discussion, make references to the participants' experiences.

Concluding the Session

Reiterate the key points and remind the participants that they should find ways of using the theory on adult learning during training sessions.

Part B



Process

1. Distribute the format of self-assessment (attached as Annexure 1) to know how they learn.
2. Read the statements one by one and tell the participants to tick one option in each row.
3. After completion, ask the participants to count the ticks in each of the columns. The tick marks will differ in almost all the participants.
4. Discuss with the participants highlighting the following facts:
 - ◆ There are three general learning styles: Visual, Auditory and Kinesthetic.
 - ◆ Visual learners rely on pictures. They love graphs, diagrams and illustrations. "Show me" is their motto. They often sit in the front of the classroom to avoid visual obstruction and to watch the facilitator. They want to know what the subject looks like. You can best communicate with them by providing handouts, writing on the board and using phrases like 'Do you see how it works?'
 - ◆ Auditory learners listen carefully to all sounds associated with the learning. 'Tell me' is their motto. They will pay close attention to the sound of your voice and all of the subtle messages and they will actively participate in the discussions. You can best communicate with them by speaking clearly, asking questions and using phrases like 'How does that sound to you?'

- ♦ Kinaesthetic learners need to physically do something to understand it. Their motto is “Let me do it”. They want to actually touch what they are learning. They are the ones who will get up and help you with role plays. You can best communicate with them by involving volunteers, allowing them to practise what they are learning and using phrases like “How do you feel about that?”

Concluding the Session

Emphasize that most people use all the three styles while they are learning but one particular style is dominant.

Now the big question is ‘How do you as a facilitator know which participant has which learning style?’ Without training in neurolinguistics, it might be difficult. So it is better to involve activities in your session which cover all the three styles and this will make your facilitation effective and interactive.

Also, using different learning styles maintains learning environment by retaining participants’ attention as use of any of these learning styles for a long time inhibits learning.



Time
30 minutes

Perception



Session Outcomes

At the end of the session, participants will be able to understand:

- ♦ that perception differs from one person to another
- ♦ its bearing on people's attitude which leads to either action or inaction



Materials Required

- ♦ The picture of dancing devil (five copies)



Process

1. Divide the participants into 4-5 groups and distribute one copy of above picture to each of the groups. If the picture is being shown on the projector, then there is no need to divide them into groups.
2. Show the picture and ask the participants what they see in it. Tell the participants that this is an individual-based activity and they should not discuss it with each other.
3. Give them 2-3 minutes for observing the picture.
4. There will be different types of responses. Possible responses would be: a devil, cartoon character, dancing monster, evil, faces of child, violation of child rights etc.
5. Then ask the participants 'why are the responses different?'
6. Generate a discussion and then conclude by explaining that participants have their own perception about everything they do and see. As a facilitator, how would you overcome those perceptions to ensure similar learning experience by all the participants?



Conclusion

The key points emerging during discussions are reinforced. Emphasize how perception can differ, resulting in differences in opinions on something trivial or something of great importance. A good facilitator should have the ability to bring all the participants on the same page without judging anyone's perception or point of view.

Annexure 1

Sample Test for Learning Style Assessment

S. No.		Visual	Auditory	Kinaesthetic
1	When operating new equipment for the first time I prefer to...	read the instructions	listen to or ask for an explanation	have a go and learn by doing it
2	When seeking travel directions I...	look at a map	ask for spoken directions	follow my nose or maybe use a compass
3	When cooking a new dish I...	follow a recipe	call a friend for explanation	follow my instinct, tasting as I cook
4	To teach someone something I...	write instructions	explain verbally	demonstrate and let them do it
5	I tend to say...	"I see what you mean"	"I hear what you are saying"	"I know how you feel"
6	I tend to say...	"show me".	"tell me".	"let me try".
7	I tend to say...	"watch how I do it"	"listen to me attentively as I explain"	"you have a go"
8	Complaining about faulty items I tend to...	write a letter	phone	go back to the store, or send the faulty item to the head office
9	I prefer these leisure activities -	museums or galleries	music or conversation	physical activities or making things
10	When shopping I generally tend to...	look and decide	discuss with shop staff	try on, handle or test
11	When learning a new skill	I watch what the teacher is doing	I ask the teacher exactly what I am supposed to do	I like to give it a try and work it out as I go along by doing it
12	When listening to a song...	I sing along with the lyrics (in my head or out loud!)	I listen to the lyrics and the beats	I move in time with the music

S. No.		Visual	Auditory	Kinaesthetic
13	When concentrating I...	focus on the words or pictures in front of me	discuss the problem and possible solutions in my head	move around a lot, fiddle with pens and pencils and touch unrelated things
14	I remember things best by...	writing notes or keeping printed details	saying them aloud or repeating words and key points in my head	doing and practising the activity, or imagining it being done
15	My first memory is of...	looking at something	being spoken to	doing something
16	When anxious, I...	visualize the worst-case scenarios	talk over in my head what worries me most	can't sit still, fiddle and move around constantly
17	I feel especially connected to others because of...	how they look	what they say to me	how they make me feel
18	When explaining something to someone, I tend to...	show them what I mean	explain to them in different ways until they understand	encourage them to try and talk them through the idea as they try
19	Most of my free time is spent...	watching television	talking to friends	doing physical activity or making things
20	When I first contact a new person...	I arrange a face to face meeting	I talk to them on the telephone	I try to get together to share an activity
21	I first notice how people...	look and dress	sound and speak	stand and move
22	If I am very angry...	I keep replaying in my mind what it is that has upset me	I shout a lot and tell people how I feel	I stomp about, slam doors and throw things

S. No.		Visual	Auditory	Kinaesthetic
23	I find it easiest to remember...	faces	names	things I have done
24	I think I can tell someone is lying because...	they avoid looking at you	their voice changes	of the vibes I get from them
25	When I'm meeting with an old friend...	I say "it's great to see you!"	I say "it's great to hear your voice!"	I give them a hug or a hand shake
	Total			

Additional Readings and references:

SBCC Tarang Facilitators Guide

SBCC Tarang Manual for Field Level Functionaries

https://nalsa.gov.in/sites/default/files/document/Training_Module_Samvedan.pdf

