



Chapter VI:
The GREAT Toolkit



Section A: **Overview**

GREAT Component 4: The GREAT Toolkit

WHAT

The GREAT Toolkit (see the table below for a summary) is the collective term for several interactive materials—a board game, flipbooks, activity cards and discussion guides—that adolescents can use with their peers to learn about and take action on sexual and reproductive health, gender, equity, and gender-based violence. We developed the toolkit materials drawing on our formative research in Amuru and Lira, Uganda and each item in the Toolkit is designed for use by an age sub-group. We tested the materials extensively with adolescents and published them in English, Acholi and Lango dialects. The Toolkit materials complement the other GREAT components: the Community Action Cycle, the Oteka Radio Drama, and VHT links.

Copies of the toolkit can be downloaded in PDF format.

- English [<http://irh.org/resource-library/great-scalable-toolkit/>]
- French [<http://irh.org/resource-library/great-scalable-toolkit-french/>]
- Portuguese [<http://irh.org/resource-library/great-scalable-toolkit-portuguese/>]
- Acholi [<http://irh.org/resource-library/great-scalable-toolkit-acholi/>]
- Lango [<http://irh.org/resource-library/great-scalable-toolkit-lango/>]

WHY

The results of our GREAT project showed that the Toolkit was popular with adolescents and led to reflections on gender, equity, sexual and reproductive health, and gender-based violence. The Toolkit gives adolescents a constructive way to spend free time, and offers examples of what positive relationships and good sexual and reproductive health look like. By providing space and structure to explore real-life issues and practice positive behaviors, the Toolkit helps adolescents change the way they see themselves and relate to others in their community.

WHEN

After mapping the community groups and school-based clubs and after toolkits have been printed, so between the second and third months of the project. Groups can then use the toolkits from months four to 12.

WHO

Project staff and field workers orient the community groups and school-based clubs (see Chapter VI, Section B for a guide on the toolkit orientation) on how to use the materials. The training can be 1 full day with leaders of each group or club.

HOW

The simplest way to orient the groups to the toolkit is to play the game and use the materials with them. In this way, they are getting a guided, hands on experience of how to use the materials properly and have the confidence to use them on their own. For this to be effective, project staff and field workers have to be fully comfortable with the materials before introducing them to the groups. During the orientations, you may also inform group leaders of the reporting tools that will be used.

Step 1: Print the Toolkit

Each item in the Toolkit is available on the GREAT website [links above] as a high-resolution PDF. Printing instructions are also on the site. Any professional printer should be able to use these files and their instructions to produce a high quality, durable toolkit that will look good and last a long time.

Step 2: Familiarize Yourself with the GREAT Toolkit

Adolescents can use each of the tools to:

- Learn about their bodies, gender, equity, sexual and reproductive, and gender-based violence.
- Talk about growing up with good sexual and reproductive health, safety from gender-based violence, and equality between boys and girls;
- Take actions that support healthy behaviors with respect to puberty, sexual and reproductive health, equality, and gender-based violence.

Each tool listed in the table is available in English, Acholi and Lango. A checkmark indicates that the referenced theme is covered for that age group.

Step 3: Introduce, Demonstrate, and Encourage Use of the Toolkit

We designed the GREAT Toolkit so that anyone who can read can use it, without the need for training (each game and activity includes instructions for use). However, our experience showed that it is beneficial to offer orientation on use of the tools. Plan to demonstrate to leaders how to use each of the components using actual materials and the activities from the toolkit. You may orient leaders individually or gather groups of leaders together for orientation sessions

The introduction and demonstration exercise will take a maximum of 2 hours for all toolkits to be demonstrated to each group. While encouraging the groups to use the toolkits, emphasize that there is no prescribed order or frequency of using the various materials. They have the freedom to choose any toolkit product and topic each time they want to use the toolkit according to their preference or the topics they wish to discuss in their group

Step 4: Track Use of the Toolkit

Provide support to groups via field staff or other people like VHT members, Gender officers, Health worker etc. If you would like to gauge which tools that groups are using and their thoughts on the various materials, orient them to the simple tracking tool in Chapter VI, Section C.



Section B:
Chapter VI Activities
GREAT Toolkit
**Orientation for Leaders of
Community Groups and
School-Based Clubs**

Purpose of the GREAT Toolkit Orientation for Leaders of Community Groups and School-Based Clubs

The purpose of the full day orientation is to expose group leaders to the stories, activities, and games in the toolkit; demonstrate their proper use; and allow leaders the chance to use the tools in the presence of the extension workers so they have the opportunity to ask clarifying questions. While the GREAT toolkit was designed to allow users to pick it up and use it directly without a training, experience has shown that this simple full day orientation greatly improved platform leaders' self-efficacy and ability to use the tools properly on their own. This training is not meant to be a long training in which extension workers read through each flipbook story, activity card, and play the entire community game. Instead, this training serves to expose the platform leaders quickly to the toolkit to ensure they understand its' proper use so they feel confident experimenting with the toolkit on their own with their platforms.

Suggested Sequence/Schedule for GREAT Toolkit Orientation for Leaders of Community Groups and School-Based Clubs:

Session	Session	Session
1. Introduction to GREAT and the GREAT Toolkit	Icebreaker	9:00-9:30 am
	Introduction to GREAT	9:30-11:00
	Introduction to the Toolkit	11:00-11:30
2. Demonstration and Practice Using the Toolkit	Flipbook	11:30-12:00
	Activity Card	12:00-12:30 pm
	Lunch	12:30-1:30
	Community Board Game	1:30-2:00
	Radio Discussion Guides	2:00-2:30
	Clarifying Questions and Wrap-Up	2:30-3:00
Summary and Closing		3:00-3:30

Immediately following the descriptions of orientation activities, there is additional content concerning facilitation tips that organizers will find helpful for using this guide.

Session 1: Introduction to GREAT Toolkit

Objectives:

- To briefly orient platform leaders to the different tools and activities in the toolkit
- To model proper use of the tools

Methods:

- Demonstration
- Experiential learning and practicing
- Feedback

Preparation & Materials:

- Bag of toolkits
- Toolkit Instructions
- Boys and girls puberty flipbooks
- Older adolescent “Preventing Pregnancy Story” activity
- Marriage and Parenting “How Alcohol Feels Game” activity card
- Community game instruction cards
- Radio discussion guides (Instructions, Safe relationships, Boys and girls can be great)
- Fact cards
- Toolkit bags



**2 Hours,
30 Minutes**

Introduction

The trainer should:

- Greet participants and introduce yourself.
- Ask participants to pair up.
- Ask participants to spend 10 minutes interviewing each other (5 minutes for each interview). Participants may ask the following questions that will help them be able to introduce their partner to the rest of the group including;
 - Her/his name and its meaning
 - Where she/he comes from (Village or parish)
 - One thing she likes about working with adolescents
 - One thing she hates about working with adolescents.
 - What her/his biggest concern was when s/he was an adolescent.
- At the end of 10 minutes, ask each participant to introduce their partner to the rest of the group.

Introduction to the Toolkit

The trainer should:

Lay out all the materials in the toolkit and explain that there are specific tools for different age groups. Use the text below to explain the purpose of the toolkit, how they can be used, a description of each tool, and how they are organized per age group.

Overall Purpose of the Toolkit

The toolkit is for groups in the community to learn, discuss, and initiate action to improve the lives and health of adolescents. When groups use the materials, people will:

- Learn about their bodies, reproductive health, gender-based violence, and gender roles;
- Think and talk about how to grow up, or support young people to grow up with good reproductive health, safety from gender-based violence, and equality of boys and girls, especially as it relates to reproductive health;
- Start discussions with and between young people;
- Take positive action to make families and communities supportive of young people.

Use of the Toolkit

The toolkit can be used by groups in the community such as: youth groups, music, dance & drama clubs, farmer's associations, village savings and loan groups, religious groups, and other interested groups of people. The toolkit is flexible. Groups can select the activity to use based on their ages, needs and interest. Groups can organize the activities according to their schedule and preference: during regular meetings, social gatherings, and/or community events. A trained facilitator is not necessary; any person(s) in the group who can read is welcome to lead the activity.

Materials in the Toolkit

The following materials are included in each toolkit. See each material for detailed instructions on use.

Component	Purpose
Growing Up GREAT Flipbook	The toolkit includes two flipbooks in story format to help very young adolescents learn about growing up GREAT, understanding body changes and seek advice on how boys and girls can live more equally: one flipbook is for girls from 10 to 14 years of age and one flipbook is for boys from 10 to 14 years of age. The flipbooks are intended to be read by senior woman or senior man teacher or even the group leaders themselves to groups of very young adolescents. The groups could be all girls, all boys, or mixed girls and boys.
Activity Cards	The toolkit includes three sets of activity cards: one set of cards for girls and boys 10 to 14 years of age, one set for unmarried boys and girls aged 15 to 19 years of age, and one set for newly married and parenting young people from 15 to 19 years of age. Each activity card is meant to be used on its own to stimulate a fun group activity that includes a discussion on equality, reproductive health, and safety from violence. The activity cards are intended to be used by any group. Groups could be all girls or young women, all boys or young men, mixed groups of girls and boys, or mixed groups of young women and young men.

Component	Purpose
Radio Discussion Guides	The toolkit includes 13 guides that groups can use to discuss specific topics and characters from the GREAT radio drama. The guides allow people to talk first about those stories and characters they most enjoy, and then focus the groups' attention on themes in the drama. Finally, the guides encourage groups to talk about how these same issues affect their own communities and how they could be addressed. The guides are for use by people who listen regularly to the drama, but they do include short summaries of the storylines so people who are not regular listeners can also participate in the discussion.
GREAT Game	The toolkit contains one life-sized canvas game board and four sets of game cards. Each game card set has four categories of questions which help people learn and discuss reproductive health, safety, equality, and being GREAT! The game can be played by small or large groups. It could be played by groups of girls or women alone, boys or men, or mixed-sex groups. It is intended to be a fun learning experience for the players, and the audience.

Toolkit materials also depend on the age cohort of the group, as per table below:

Toolkit product	Very Young Adolescents (10-14 years old)	Older Adolescents (15-19 years old)	Newly married and parenting Adolescents (15-19 years old)	Community Members
Growing Up GREAT flipbooks for boys and girls	✓			
Board game and game cards	✓	✓	✓	✓
Activity cards	✓	✓	✓	
Radio discussion guides	✓	✓	✓	✓

Session 2: Demonstration and Practice Using the Toolkit

Objectives:

- To model proper use of the tools
- For platform leaders to practice using each of the tools

Methods:

- Demonstration
- Experiential learning and practicing
- Feedback

Preparation & Materials:

- Bag of toolkits
- Toolkit Instructions
- Boys and girls puberty flipbooks
- Older adolescent “Preventing Pregnancy Story” activity
- Marriage and Parenting “How Alcohol Feels Game” activity card
- Community game instruction cards
- Radio discussion guides (Instructions, Safe relationships, Boys and girls can be great)
- Fact cards
- Toolkit bags



**3 Hours,
30 Minutes**

Explain to the platform leaders that you will not walk through every single tool, but you will demonstrate how each one is supposed to be used. The staff from the user organizations can demonstrate the tools in the following ways:

Flipbook Demonstration

The trainer should:

- Explain you are going to demonstrate how to use the flipbooks, then you will ask a volunteer to practice using them with the group.
- Read the first 5 pages of Story 1 in the girl's flipbook.
- Ask 1 volunteer to read the first 5 pages of Story 1 of the boys flipbook
- Test reflection dialogue
- Clarify any questions on how to use the flipbook

Activity Card Demonstration

The trainer should:

- Explain that you are going to demonstrate how to use one Activity Card, then you will ask a volunteer to practice using another one with the group. (Note: you might not get to finish the whole activity card, but we want to see some person is able to follow all the steps)
- Read the older adolescent “Preventing Pregnancy Story” activity card to the group and go through the steps with the group

- Ask a volunteer to read through the Married and Parenting “How Alcohol Feels Game” activity card and go through an actual reflection dialogue with the group as an example to using the activity cards
- Clarify any questions on how to use the activity cards.

Community Board Game Demonstration

The trainer should:

- Explain you are going to demonstrate how to use the community game with the group, then you will ask a volunteer to practice using the game with the group. (Note that you will not get to play the whole game, but you will practice throwing the stone and 1 card from each theme).
- First demonstrate how to read through the instruction card. Read through the 6 steps and follow the steps to form team.
- Using the Community Game Cards, practice 2 questions from each of the 4 colors.
- Ask a volunteer to come and facilitate and read 2 questions from each of the 4 colors.

Radio Discussion Guides Demonstration

The trainer should:

- Explain that you will read through one radio discussion guide and then ask a volunteer to practice using one.
- First, read the “How to use the radio discussion guides” 1-page explanation to the group.
- Demonstrate the “Safe relationships” discussion guide (to be used after radio drama #4).
- Ask a volunteer to facilitate the use of the “Boys and Girls can be GREAT” radio discussion guide (to be used after radio drama 9).

Note: it’s important that a separate sessions be held with the VYAs since the information in the OA and NM/P adolescent toolkit is not appropriate for them.

Clarifying Questions and Wrap-Up

The trainer should spend the last 30 minutes allowing the platform leaders ask questions and responding to their questions.

Facilitation Tips

Introduction to Session Facilitation

When you conduct action sessions, you will need to use good **facilitation techniques**. But, what are these facilitation techniques?

We all use some facilitation techniques in our daily life, even though we don't call them that. For instance, when we are talking with a group of friends we ask questions, provide information, and listen to others in such a way that very enjoyable conversations can result, this is an example of using facilitation techniques.

Now, as an action session facilitator you will develop and practice new ways of working with groups to guide discussion. If done well, these discussions will be a lot like conversations in which everyone feels comfortable participating and saying what they think.

Remember, participants are the center of the groups. Your job as facilitator is to encourage, guide, support, and motivate them. It is easy to take over the discussion, so be careful, and let participants do most of the talking while you observe and offer support.

As suggested earlier in this handbook, good action sessions will help people see the connections between what is happening in the serial drama and elsewhere and what is happening in their own lives. Good discussion will allow people to come up with their own ideas about how they can prevent HIV infection, or, if they are already infected, how they can lead a good life and maintain good relationships nonetheless. Good discussion will also help you, the facilitator, identify any areas of misunderstanding or misinformation, so that you can present accurate information.

So you see, discussion is very important. But there is more. We learn better (and faster!) when we have to do things ourselves. If we want to learn how to cook a different kind of food, we will not just read a book about cooking, or just discuss cooking. We need to practice preparing the food. It is the same with preventing HIV! In your action sessions you can provide an opportunity for people to practice the skills they need to prevent HIV, especially how to communicate about difficult topics. As people practice communicating, they will become more confident in their ability to discuss HIV outside of the group.

In this section you will find techniques that will help you:

- Facilitate group discussion and connect behavior change ideas to people's lives
- Facilitate the development of communication skills and the confidence to use them
- Provide accurate information in the context of a group discussion

The key to being a good facilitator is practice. Do not be discouraged if some of the techniques do not come easily at first. Every time you meet with your group, you will have another opportunity to practice. You may want to invite another facilitator to observe your group, and tell you how you are doing.

A note about creativity: This section includes many suggestions for how to work with your group. But there are many other ways and styles which are not mentioned here and each of us has our own strengths and weaknesses as facilitators. As you work, you will come up with new ways of facilitating discussion that are best suited to you and your group. Feel free to use your creativity and to check with your supervisors for new ways of doing things!

Session Facilitation: Asking Good Questions

The type of questions you ask will determine the kind of response you get. Ask clear, simple questions that allow people to give their opinions. Here is a guide to different types of questions and how they are used:

OPEN QUESTIONS are questions that get people to express their own opinions. These are often questions with no right or wrong answers. They allow people to express their own ideas and find their own solutions without fear of giving a 'wrong' answer. Some examples of open questions:

“What do you think about [a drama character’s] decision?” OR

“What would you do if you were in that situation?”

Because these are asking about one’s personal opinions or about how one would behave if he or she were in a particular situation there is no right and wrong answers.

CLOSED QUESTIONS are questions that get people to give a specific, short answer or a simple Yes/No. These questions may be useful if you are trying to understand exactly what someone knows. However, they are not usually good for promoting discussion. Participants will be more concerned with providing the 'right' answer than with saying what they think. In general, try to avoid using closed questions unless you can follow it up with a good open question. An example of a closed question:

“Is there a clinic in the village where one can be tested for HIV?” OR

“Did you listen to the serial drama this week?”

Because these questions ask for facts rather than opinions, answers will probably be very brief and it is hard to start a good discussion with them. To make these more open questions, you might ask “Do you think we should have a clinic that could test for HIV here? Why?” OR “What do you think was the most interesting thing that happened in the serial drama this week?”

REPHRASING is putting what someone has said in your own words. This helps to clarify what was said and it allows the first speaker to correct any misunderstanding. When you rephrase, make sure to do two things - 1) verify with the speaker if you have understood correctly, and 2) see if others want to add something or get further clarification. Here is an example of rephrasing:

Participant: *“Married people are together permanently and don’t need to bother with outside protection.”*

Action Session Facilitator: *“What I heard you say is that you think married people who are faithful to each other do not need condoms. Do I understand you correctly?”* If the Participant agrees that the Facilitator has understood correctly, the Facilitator might then ask: *“Is everyone clear on what [the Participant] is saying? Does anyone wish to add anything?”*

REDIRECTING is a way of using one person’s answer in order to involve others in the discussion. Sometimes, if misinformation or confusion is expressed by one participant, someone else in the group might offer correction or clarification if given the opportunity. Here are some examples of redirecting:

Action Session Facilitator: *“She said that the woman in this situation is doing the right thing. What do others think?”*

Action Session Facilitator: *“He says that condoms do not protect against HIV. Does anyone think differently?”*

Note that these examples begin by rephrasing what someone has said. This makes it easier for others in the group to agree or disagree or to clarify. It is important that the first speaker does

not feel that he or she is wrong – only that others may have reasons for thinking differently.

PROBING is asking follow-up questions to get more information. Probing draws out more details. Some examples of probing:

Participant: *“Girls are always having to avoid dangerous situations with boys.”*

Action Phase Facilitator: *“Could you tell me more about that?”* OR *“Could you give me an example?”* OR *“What do you mean when you say ‘dangerous’?”*

By probing, you show you value what the participant is saying and that you think it is useful. You might also probe to get clarification or to encourage more discussion.

REWORDING means restating your point in another way. You may need to restate your question or your response to someone else’s question if you think that people have not understood you. Choose words that participants are familiar with, and provide examples if possible. An example of rewording:

Action Phase Facilitator: *“What are some ways we can prevent mother-to-child transmission?”*

If participants don’t respond, or look confused, try rewording in this way:

Action Phase Facilitator: *“What are some of the things that can be done to prevent HIV from being passed from a mother to her baby?”*

Remember: Wait for responses. Ask your question and then pause. Give people time to think about their answers.

Session Facilitation: Active Listening

Listening is as important as asking questions. It is only by listening carefully that we can know how participants are understanding the topics raised in the Action session.

Are you an “active listener?”

Listening makes people feel you appreciate what they have to say and gives them the confidence needed to speak in front of a group. But most of us are poor audience members. We think we listen, but often we only hear part of what is said, or we shut out things we don’t want to hear, or we focus on what we want to say in reply and so we don’t hear what is being said. Listening is hard work. We need to control our love to talk - and instead focus our attention on what the speaker is saying and try to figure out why he or she is saying it. This is sometimes called “active listening.”

Hints on how to be an active listener

- **GIVE EACH SPEAKER YOUR FULL ATTENTION.** Use your eyes, face, and body to express interest and concern. Concentrate on what the speaker is saying.
- **NOD YOUR HEAD AND USE WORDS TO ENCOURAGE PEOPLE TO CONTINUE TO TALK** - “Yes”, “I see”, “that’s interesting,” but don’t interrupt.
- **REPHRASE WHAT THE SPEAKER SAYS** in your own words to show her you value what she said, to help clarify it, and to help others add on their own ideas.
- **SUMMARIZE:** Listen carefully, summarize what was said, and ask appropriate follow-up questions

- **WITHHOLD YOUR REACTION** – Rather than immediately getting excited by what the participant seems to be saying, withhold your comments until you understand the participant's point.
- **LISTEN FOR IDEAS** – Do not get unnecessarily worried about facts and details; focus on central ideas.
- **RESIST DISTRACTIONS** – Do not look out of the window or at passers-by when a participant is talking to you. It suggests to the speaker that you are not listening.
- **KEEP YOUR MIND OPEN** – Sometimes, we get overly-emotional when we hear things we do not want to hear. Even if what is being said is not what you want to hear, try hard to listen and understand why the speaker is saying it.
- **WORK AT LISTENING** – Spend some energy. Do not pretend you are paying attention. Be interested. Good listening is hard work, but the benefits outweigh the costs.
- **PRAISE CONTRIBUTIONS.** People like to feel their ideas are appreciated. But don't be falsely appreciative - people don't want to be treated like children.
- **DON'T IGNORE WHAT PEOPLE SAY.** If people say they have a concern, don't try to convince them they have no problem even if you do not think it is important. Take their concerns seriously, acknowledge the problem, and help them look for solutions.

Session Facilitation: Important Points about Facilitation

Talk with your body

Use your hands and body to encourage people to talk. Your facial expressions are also important and a smile will make people feel more comfortable.

Posture

When possible, avoid standing in front of the group because this can make people feel they are in school, and you are the teacher. Instead, try sitting with the group, in the same kind of chair. This will put you at their level and encourage conversation.

Be friendly, relaxed, positive, supportive, and energetic

- Don't be too formal - talk in a conversational tone.
- Create an open atmosphere in which people feel free to talk.

Make everyone feel comfortable and part of the group

- Break the ice and put participants at ease right from the very beginning.
- Learn their names, be informal, use games and/or jokes.
- Respect everyone's ideas. Do not make fun of participants' contributions.
- Be aware of gender, and make sure that both men and women have opportunities to talk.
- Get to know participants and take an interest in them.

Treat people as equals

- Accept criticism and try to learn from it.
- Be encouraging and supportive, rather than disrespectful of participants' contributions.
- Do not interrupt participants when they are speaking – a good way to avoid interrupting is to wait several seconds after each person has spoken before you start speaking.

Watch the timing and pacing

- Be a good time manager. Estimate how much time you need for each session/activity.
- Do not go too fast. Let the group help you set an appropriate pace.
- Close on time! Do not drag things on forever at the end of the day.
- Be flexible. Be prepared to change the programme to fit the circumstances.

Use language everyone understands

- Avoid technical terms (like vertical transmission) unless you are sure that participants understand.
- Don't use complicated vocabulary or words that participants may not understand.
- Avoid abbreviations (like PMTCT) unless you have previously explained them.

Session Facilitation: Common Difficulties

When facilitating an activity, you should expect to encounter certain problems. It is important that you do not ignore them, but that you anticipate problems and their solutions when they arise. Below is a list of some of the possible situations you may face and what you should do when they happen.

Everyone talks at once

This is a good problem to have. It means that you are getting people interested in the discussion. Praise people's enthusiasm, but request that they speak one at a time. Some methods that can help:

- Simply go around in a circle, giving everyone a turn.
- Ask people to raise their hand. Be careful with this approach because it may make some people feel as if they are not being treated with adequate respect.
- Ask people to stand when they wish to speak—again, you must be careful that this is an appropriate thing to ask.

Someone talks too much

Sometimes one person may dominate the conversation.

- When asking your next question look at someone else who hasn't spoken and invite him or her to comment.
- Say politely: "You clearly have a lot of good ideas. I'd like to hear from some of the people we haven't heard from. Does anyone else have a contribution?"

Someone is always off topic

- Re-explain topic or rephrase question
- Try to get the person back on topic by finding a way to connect something he or she has said with something that someone else has said. For instance, as a facilitator you might say "What you're saying about your brother reminds me of what [another person] said earlier about how difficult it is for families to communicate openly about sex. Do you think this is true in your family as well?"
- Acknowledge what the person has said, but then ask a specific question related to the topic that does not give the person the opportunity to stray from the target. For instance, as the facilitator you might say: "Yes, the price of sorghum has really gone up this year, but tell

me, since we're talking about myths about condoms, which of the myths we have discussed have you personally heard?"

An argument arises

Disagreement is not necessarily bad; in fact, it often forms the basis for very good conversations. Topics related to sexuality are often about what people think is good or bad, acceptable or unacceptable ways of being and behaving. Opportunities for disagreement can really help people understand how their beliefs are helpful or unhelpful to their health and wellbeing. Disagreement is only a problem when it becomes an argument and people begin to insist on their point of view or start to get angry. If this occurs there are several things you can do:

- Very often arguments arise because the two sides are not listening to one another. Ask each participant to rephrase the other person's point of view. Then ask the other person if he or she agrees that the rephrasing of their view is accurate. The disagreement might remain, but at least each person knows he or she has been understood and their anger will lessen.
- You might ask each person to imagine a situation in which they would accept the other person's view as correct. For instance, if one person is arguing that women do not get respect they deserve in XXXXXX and the other person is arguing that women's views are greatly respected in XXXXXX, ask the first person "Can you think of a situation in which women's views are generally respected?" Then ask the second person "Can you think of a common situation in which women are not respected?" This sort of exercise shows each person that the other person is reasonable and does not completely reject their point of view. Again, most people just want to be understood and respected and this can help lessen any feelings of anger.
- Try to make a game of it by encouraging each participant to **persuade** the other by explaining their beliefs.
- If the issue is significant and relevant to the group, you can organize a debate with two teams.
- If the argument cannot be solved, or if it comes down to differences in religious beliefs, try to end it by changing the topic. To bring the debate to an end, you might say something like "we will need to include both of these points of view in our discussions. Now let's move on to another topic."
- Ask for the view of other participants who are not participating in the argument.

Few people are talking

There are many reasons why people don't talk in a group. Try to find out why. If people are tired, try an energizing game or icebreaker or give people a five-minute break. If people are shy, try breaking into small groups. Below are several other reasons why people may be quite.

People seem confused

Sometimes people may not understand your question and may not understand what you have asked them to discuss. In such a situation rephrase the question. If they are still confused, give an example of what you are looking for or get another person to ask the question their way. This often helps to clarify the question.

People look bored

One of the important skills of a facilitator is timing and pacing. If people seem bored:

- Change methods, try brainstorming
- Restate the topic
- Call on an individual to contribute
- Say something like “It seems like people aren’t interested in this topic...why is that?”

A member is attentive, but silent

- Call member by name and encourage him/her to talk
- Ask for his/her opinion on topic – “Solomon, what do you think about this”?
- Show appreciation for and interest in what he/she has to say
- Ask the participant after the meeting if s/he feels comfortable in the group

Discussion is too general

People often give general responses to a question – e.g. “The man is bad.” Ask them for details, probe, and encourage them to be more specific or give an example of “what is bad.” Asking for an example helps clarify people’s thinking.

People are distracted

This can be a problem, especially when meeting in an open area. You may consider changing the meeting place. A school or clinic may be better. You may suggest meeting at a different time, when there will be fewer distractions.

Off-track discussion

Remember that it is natural to get off track sometimes; it means people are engaged in the discussion and are connecting the discussion to other things in their life. The LDG guides are designed to help you stay focused on the topic, but if a good discussion is happening you need not worry about following the guide exactly. However, if discussion is not at all relevant you can bring the focus back to the guide, and suggest that participants can talk after the session. To bring the discussion back on track, repeat the last question. Or praise the point and relate it to another topic, e.g., *“That’s an important point. Let’s remember that when we bring up this issue in the future. In the meantime, let’s finish with this first topic”*.

There is not enough time to complete the entire activity

Again, remember that following the guides is not more important than using your common sense and your sense of audience involvement. The quality of the discussion is more important than covering all of the questions in the guide. If participants agree, you can postpone unfinished topics to next meeting. If time becomes a recurrent problem, assign time limit on each section and keep track of time. You may choose someone in the group to help you keep track of time. Another idea is to break up a LDG session into two sessions and deal with the remaining topics later in the week.

Session Facilitation: Presentation Tips

Presenting information will not be a central activity in most of the activities. Remember that if you want to encourage others to speak, your job is largely to facilitate and track those discussions. But you will sometimes be called upon to present information. In these cases, it's important that your presentations be clear. For instance, participants must be able to hear and understand what you are saying. You must also draw and keep their attention. Below is a list of helpful tips to ensure the success of your presentations:

- The most important tip is to **be prepared!** Carefully review the activity guide for the session and any relevant fact sheets. If there is any information you are unsure about, try to get clarification from a supervisor or from some else you trust.
- Be **confident** and **enthusiastic!** Realize and communicate the importance of what you have to say.
- Start with a **clear introduction**, including an **explanation of why** the information you're presenting is important to your audience.
- Make sure **your voice is loud and clear**. Do not talk too fast. Vary your tone when appropriate for emphasis.
- Monitor your language – no big words – keep it **simple and familiar**.
- Use **body language** – smile, relax, and use appropriate gestures for emphasis.
- **Do not stand like a statue** fixed in one place – move around, but don't move around so quickly that you make people dizzy!
- Make a conscious effort to **look at all participants**; don't inadvertently focus on just a few.
- Use **lots of examples** to help explain your more general points.
- Check from time to time to see **whether participants understand you**. Some ways to do this are to: (1) ask them if they have any questions; (2) ask them a direct question about what you've said and see if they can answer it.
- **Respect your audience**. Do not talk to them like children. Remember they have experience and ideas too, so do not talk down to them. If someone says something with which you disagree, it is appropriate to say so and why, but do it respectfully and fully explain your reasons for thinking differently. Do not expect that everyone has to share your views. Under NO circumstances should anyone be made to feel embarrassed!
- **Manage time well** – do not ramble on and on, otherwise people will lose interest. Do not to rush through either!
- Do not be afraid to **admit when you do not know** something. If a question arises for which you do not know the answer, say "That is a very good question. I am not sure of the answer. Let me find out and I will tell you at our next meeting"

Session Facilitation: Correcting Misinformation

During discussions, you may hear participants say things that you think are incorrect. In that case you will need to present the correct information, but be careful to do this in a way that will not make your participants feel uncomfortable. Here are some suggestions for how to correct misinformation:

- **Do not interrupt individual participants** while they are talking in order to correct them. Wait until they have finished speaking before commenting on what they have said.
- **Ask other participants to correct misinformation.** Sometimes the best way to correct one participant's misunderstanding is to ask if other participants think that what has been said is true. If other participants can express the correct information, then you as the facilitator can confirm what they have said. This may also increase the credibility of the correct information.
- **Wait until a number of people have spoken.** Sometimes you may want to wait until the end of a discussion to correct misinformation expressed by the participants. There are several reasons to wait: it ensures that you will better understand the reasons for your participants' beliefs, and you will be able to give a better explanation. Because you are responding to a number of people rather than a single person, it allows you to correct misinformation without directly correcting an individual. For instance, after a discussion is over you could say "In today's discussion I heard some people saying that they believe that one reason not to use condoms is that they can get stuck inside the woman. Actually this is not true because..."
- **Do not directly say that someone is "wrong."** It is not necessary to tell anyone that they are wrong. Even if they are incorrect, you can correct misinformation and provide accurate information without making anyone feel uncomfortable. Instead of saying "No, what you are saying is wrong," you can say, "Some people believe that HIV can be transmitted by condoms. But there is no evidence that this has ever happened. It is not true that condoms transmit HIV." You might also say more generally "It's easy to see why we might think that this is true, but I don't think the evidence supports this."



Section C:
Chapter VI Tracking Forms

Group Leader Tracking Form

INSTRUCTIONS: This form is supposed to be filled out/completed by the Group Leader each time there is a GREAT activity. Please fill it out completely and don't skip any questions. Give the completed form to the NGO staff supporting you with GREAT at the end of each month. Try to give him/her the form before the 5th calendar day of following month.

SECTION 1: FORM COMPLETED BY

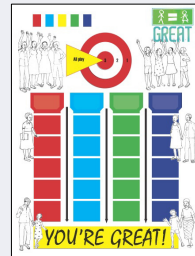
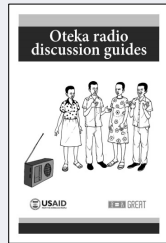
Name:	Position:
Signature:	Date:

SECTION 2: IDENTITY OF THE GROUP

Group Name: _____		
Group type: _____ (e.g. VSLA, CRC, Debating Club, MDD, etc.)		
District:	Sub county:	
Parish:	Village:	
School:	Date of Meeting:	
Group Members are:	Number of Males	Number of Females
<input type="checkbox"/> VYA (10-14 years)		
<input type="checkbox"/> OA (15-19 years; not married and not parenting)		
<input type="checkbox"/> NM/NP (15-19 years; married or parenting)		
<input type="checkbox"/> Adults (20+ years)		

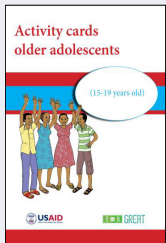
GREAT Products Used During the Meeting:

What Components of the Toolkit Did You Use Today? (Tick All Components Used):

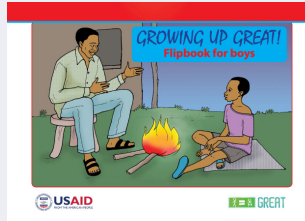


Oteka Radio Drama Discussion Guide

Community Board Game



Activity Cards



Boys' Flipbook



Girls' Flipbook

Which topic(s) did you discuss?
