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Pragati: Promoter Orientation Guidance

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Forward

When possible, people who have previously been trained to play the Pragati games should lead this orientation. This two-day orientation introduces basic principles as well as specific practice for five games. Each day of this orientation will be about 4-5 hours in duration.

- Pre-Workshop preparation:
- Arrange venue for orientation
- Invite participants and relevant stakeholders
- Obtain game materials

Facilitator's Note

This orientation guidance teaches promoters how to play five key Pragati games. There are also four extra games that are available in the full Pragati Implementation Manual. If you wish to learn about these extra games, they are available here: irh.org/pragati-fertility-awareness-games.

DAY 1

SESSION 1 – INTRODUCTIONS – 30 Minutes

Son/Daughter Game

While many people will already know each other, this is also an opportunity to introduce the gender and social norms we will be looking at more closely as we use the games.

Play Game: Play Son/Daughter game. Divide participants into two groups if there are more than 10 participants.

Debrief – We have discussed how the sex of babies is determined and identified some of the elements associated with son preference that sometimes affect how women and couples without sons are treated in the community. Sometimes, although women may want to space their children, they may feel pressure to get pregnant to produce a son if they have not had a son yet. This game encourages couples to discuss their desires for when to have children.

Session 2 - Introduction to Pragati Fertility Awareness and Social Norms Approach – 30 Minutes

Part 1 – Why Play Games? - 15 Minutes

Sometimes, even if a woman would like to use family planning, there may be social or cultural reasons that limit her, or she may be afraid to try. Explain that norms are the beliefs we have that influence how we behave, how we expect others to behave, and how we think others expect us to behave.

If there are male promoters in the group: also acknowledge that it will probably be a new experience for them to talk about these topics and to have these kinds of discussions in mixed company. However, part of what we are trying to do is to encourage more open communication among couples, families and communities around fertility and family planning choices.

Ask (Brainstorm):

1. What are some reasons why a woman may not use family planning even if she does not want more children?
 - a. Which of these reasons have to do with not understanding about family planning methods and how to manage using them?
 - b. Which of these reasons have to do with a woman and her community: the people or social norms that influence her?
2. There is another factor, besides whether she is using family planning that may influence whether a woman gets pregnant, even if she is married. What might that be? (Answer: whether she is fertile, and which days during her menstrual cycle she can actually get pregnant)

Discuss:

We hope that you will be able to discuss some of these issues with people in your communities. We will spend the rest of the day today learning to use some games to facilitate conversations about family planning and social norms in your communities and with your friends and families.

Part 2 – Introduction to Games – 15 minutes

- Lay all game materials out in front of participants to show them materials.
- Explain that the FACT Project designed a series of games to help introduce information about fertility awareness and family planning to communities so they can learn more about family planning and can discuss how cultural norms influence family planning use.
- These Pragati games have been played and tested in communities before and can be played with community members with limited literacy skills
- Explain:
- Each game has a BLUE instruction sheet. The instruction sheets explain the purpose of the game, the materials needed, the steps for how to play, and discussion questions.
- Each game has colored game cards that are colored based on which cards go together.

- There are BLACK chapter cards that provide information about the key messages for the four types of Pragati games – fertility awareness, community norms, family planning, and side effects games.
- There are also family planning factsheets which can provide more information if participants or game promoters want to know more about family planning methods.
- Each game should end by asking participants to share what they have learned and to seek a health worker if they have more questions about family planning.

SESSION 3 – DEMONSTRATE MENSTRUAL CYCLE GAME – 2 hours

Review the Menstrual Cycle Game. Also find the Chapter Card for Chapter 1 – on Fertility Awareness – 1.5 hours

1. Go over the key messages from the chapter card and point out that it is there as a resource.
 - Explain that two games are considered fertility awareness games. The seed game (Son and Daughter), which participants tried earlier, and the Menstrual Cycle game.
 - Remind participants that teaching fertility is a key part of the games, as it teaches women and men how women's fertility works and how family planning methods affect the body to help women control when they get pregnant.
2. **PLAY Menstrual Cycle game** (45 mins) – focusing on key messages and fertile window
 - Show the various game cards related to the Menstrual Cycle game and explain what each of the materials are
 - Facilitate participant discussion using reflection questions
3. **PRACTICE Menstrual Cycle game** (45 min) - Play Menstrual Cycle game again in two or three smaller groups (8-10 people per group).
 - Ask two volunteers to act as the co-facilitators. They can read the instructions and lead the game together. Tell participants that half way during the game, you will ask two new volunteers to lead the game, so they can also practice.
 - Once the group has reached the step in the game to "Hold up a sperm card", tell the group to switch facilitators so the new facilitators can lead the rest of the game. The second set of facilitators will lead the discussion.
 - You should observe each group and provide guidance and help, focusing on asking the discussion questions
4. **Debrief (30 minutes)** Bring participants back into the large group to review what they learned. Ask for people to answer:
 - What went well when playing the game? What was difficult about playing the game?
 - What difference does knowing this information make for women? What difference does knowing this information make for men? What about youth?
 - Do you feel you can play this game in the community? If not, what questions do you have?

TEA BREAK – 15 min

SESSION 4 – DEMONSTRATE SON/DAUGHTER GAME – 1 hour

Materials: Son/Daughter instruction cards, game cards, and “seeds”

- **PLAY game (20 min)** – Remember to include all reflection questions, and focus on key messages

Describe instructions & materials needed. Review what the game cards mean (the image of how gender is determined from sperm and egg).

- **PRACTICE time (30 min)** - ask participants to split into groups of six to eight people and take turns facilitating the game the same way that staff did when they played the menstrual cycle game. Ask for two volunteers to facilitate the game.
- Explain that a staff member will be walking around and can help if they have questions about steps.
 - If groups finish early, ask two new people to volunteer in each group to facilitate

Debrief (10 minutes) - After participants practice, ask them if they have any questions or concerns about the Son/Daughter game. Ask:

Are you comfortable with the game's messages?

Do you think your friends or neighbors – men and women – would find the information interesting?

Do you feel you could play this game in your community by yourself? If not, what questions do you have?

CLOSING

Summarize the key messages from today:

- Women and couples may want to limit or space when they have children, but do not use family planning for many reasons, including that they do not have accurate information about family planning methods or social norms put pressure on them.
- Tell participants that these two games from today can help people talk about social norms and can begin to explain how family planning methods work
- Encourage participants to review the game materials at home.
- Tomorrow we will review three more Pragati games.

DAY 2

Welcome participants back and thank them for their attention and participation yesterday. Explain that today, we will focus on a community norms game and two family planning games.

SESSION 5 – DEMONSTRATE HOPSCOTCH GAME – 1.25 hours

Materials: Hopscotch instruction cards, Chapter Card 2, material to mark the ground to create hopscotch board on the ground (i.e. chalk, charcoal, rock, masking tape, and a small stone/ball).

- **Review** key messages from Chapter Card 2 – “Community Norms”
- **PLAY Hopscotch game (30 min)** – Remember to include all reflection questions, and focus on key messages
- Describe instructions & steps needed to prepare (how to create the hopscotch “board” when playing outside, or with local materials.
- **PRACTICE time (30 min)** – ask participants to split into groups of six to eight people and take turns facilitating the game. Ask for one person to volunteer to start off the game. They will ask two of the prompts to the other group members. Then someone else will volunteer to ask the next two prompting questions to the group members.
- Review (10 minutes) - After participants practice, ask them if they have any questions or concerns about the Hopscotch game. Ask:
 - Are you comfortable with the game’s messages?
 - Do you think your friends or neighbors – men and women, youth – would find the information interesting?
 - Do you feel you could play this game in your community by yourself? If not, what questions do you have?

SESSION 6 – DEMONSTRATE METHOD MATCHING MEMORY GAME – 1 hour

Materials: Family planning method match instructions, game cards, Chapter Card 3, and family planning methods cheat sheet.

- **Review** key messages from Chapter Card 3 “Family Planning Information”.
- **PLAY family planning Method Match game – (20 min)**
- Explain game cards and Family Planning Cheat Sheet, which provides more information of promoters get questions about each method.
- **PRACTICE Family Planning Method Match Game (30 min)**
 - Ask participants to divide into two or three groups (depending on size) and ask two volunteers from each group to lead the game as if they were playing it in the field.
- **Group review (10 min)** – bring groups together and review what facilitators did well, and what to focus on to improve for later.
 - What went well when playing the game? What did not go well?

- Do you feel you could play this game in your community by yourself? If not, what questions do you have?

SESSION 7 – DEMONSTRATE SIDE EFFECTS PUZZLE GAME – 1.5 hour

Materials: Side Effects Puzzle instructions, game cards, Chapter Card 4

- **Review** key messages from Chapter Card 4 “Side Effects of Family Planning Methods”.
- **Play the Side Effects Puzzle game (30 mins)**
- **Explain** the game cards – show that on one side of the cards, there is a picture that will make a puzzle when the cards are placed together. Explain that the cards show a real side effect or a myth about a side effect. When making the puzzle, the myth cards should not fit in the puzzle because they are not caused by family planning methods.
- **PRACTICE Side Effects Puzzle game (40 mins)**
 - Ask participants to split into two or three groups. Ask two volunteers from each group to lead the game.
- Groups should include discussion questions
- **Group review (15 mins)** - bring groups together and review what facilitators did well, and what to focus on to improve.
 - What went well when playing the game? What did not go well?
 - Do you feel you could play this game in your community by yourself? If not, what questions do you have?

SESSION 8 – GUIDANCE FOR PLAYING PRAGATI GAMES IN THE COMMUNITY – 30 mins

Setting up the space

Most of the games can be played in any physical space that has room for five to 20 participants and some blank floor. The games are designed to be played either sitting in a circle on the floor or ground or standing in a small group. Some additional considerations:

If the space that is available to you is central to the community, the games may attract the attention of passers-by or children in the area, making it harder for the group to have the discussions they want to have. . There are a few ways of managing this:

- Find an indoor space or plan games during a time when other members of the community may be busy.
- Have a fellow FCHV or HMG Champion help you manage onlookers by distracting them or encouraging them to come back later.
- Invite a health provider or member of the HFOMC to come host a discussion with the other community members in another space while the HMG group is playing the games.

Creating a Safe Space for Difficult Conversations

Fertility, family planning, and reproductive health can all be taboo topics in Nepali society. The members of your group may not be comfortable talking about menstruation, sex, their bodies, or their decisions about when and if to have children with each other or with you.

- Participants may be embarrassed, shy, talk quietly, and refuse to respond to questions, or giggle or laugh nervously.
- People can also be afraid of what other people will think

There are ways that you can help the members of your group feel more comfortable to talk about these issues.

- If you show confidence, comfort and no embarrassment talking about women's bodies, fertility, and family planning, it will help your participants break through their own embarrassment.
- Use friendly language to encourage participants to contribute to discussion. How do you correct someone when they have a misunderstanding about a family planning method without discouraging them from trying again?
- Help the members of your group to use language that helps them get more comfortable. Let them talk about "someone I know" rather than telling a personal story.

Set Ground Rules: Some suggestions:

- We don't talk about what each other said here with other people. But we can share information learned about fertility and family planning with other people.
- We don't make fun of each other or make each other feel bad when they share something personal.
- It's always ok to ask for help, or to explain something we don't understand.

SESSION 9: WRAP-UP REVIEW, REPORTING AND ACTION - 30 minutes

- Reinforce the importance of creating a safe space and using reflective questions to facilitate exploration, dialogue and the opportunity to change.
- Remind participants that all of the games have instructions and resources that can help them provide information to community members. They should also refer people to health facilities if they don't know information.
- Encourage each person or people from one community to think about an immediate action plan for who will facilitate which games, which groups and when.
- If you would like to track what games are being played in the community, there is an example of a monitoring form in "**RESOURCE SHEET A**" that you can show to promoters.

RESOURCE SHEET A – MONITORING FORM

Instructions: Fill this one page form for the community games played in ONE month. Add tally mark to indicate game(s) played this month under the appropriate column.

Community Group Activity Form

Date: _____ (Month) (Year)	Name: _____	Ward#: _____
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***Game Codes: A: Menstrual Cycle; B: Son/Daughter; C: Hopscotch; D: Method Match; E: Side Effect Puzzle**
(Extra games: F: Hot Potato; G: Agree/Disagree; H: Role Play; I: Side Effect-Method Match)

Game A	Game B	Game C	Game D	Game E	Game F	Game G	Game H	Game I
								

