

Third Week's Sessions

Third week's sessions	Time
Recap of previous session.	
Debriefing experience of training peer group members through the experiential learning cycle – positive reinforcement by recognition.	15 min 30 min
Life skills:	
• Leadership skills – Identification of a leader;	20 min
• Communication –	20 min
• Passive, assertive and aggressive communication;	30 min
• Problem solving;	30 min
• Decision making.	25 min
Winding up:	
• Motivation to train peer group members and act as a role model,	15 min
• Goal setting for service to peer group over the next week,	
• Goal setting for change in self based on behaviour change communication hierarchy.	

Recap and Preliminaries

Activity 1: Recap of previous session.

Objectives:

- To begin the day with a prayer reinforcing one's limitations,
- To revise the previous week's sessions and correct any misperceptions,
- To sharpen one's presentation skills,
- To develop leadership skills.

Material needed: None.

Time: 15 minutes.

Methodology: Group activity followed by a presentation and discussion.

Procedure:

1. Request a volunteer to lead the group in the serenity prayer.

2. Request the participants to hold hands and repeat each line of the serenity prayer after the leader.
3. The group members greet each other.
4. The group member who volunteered to recapitulate the previous week's sessions is requested to make his / her presentation.
5. Members clap in appreciation of the presentation.
6. Group members are encouraged to add what is missed/correct any inaccurate narration.
7. The facilitator corrects any incorrect narration, and requests anyone to ask for clarification.

Debriefing and Recognition

Activity 2: Debriefing experience of training peer group members through the experiential learning cycle – positive reinforcement by recognition.

Objectives:

- To debrief the experience of each participant in narrating previous week's lesson to his/her peer group members,
- To debrief the experience of each participant in acting as a role model of change,
- To elicit information about change in self or others,
- To give genuine appreciation of the positive role-played by select participants.

Material needed: None.

Time: 30 minutes.

Methodology: Debriefing following the experiential learning cycle.

Procedure:

1. The facilitator explains the purpose of this session to the participants.
2. Each member is requested to relate his/her experience in narrating previous week's lesson to his/her peer group members, followed by his/her experience in acting as a role model of change.
3. The facilitator enquires about change in self or others from each participant.
4. The group claps in appreciation of each member's sharing.
5. While debriefing, the facilitator focuses on the feelings generated in the peer volunteer while educating peer groups members and acting as a role model.

6. The facilitator recognises and expresses appreciation for genuine efforts made by selected group members and encourages all to make sincere efforts towards the success of the programme.

Activity 3: Leadership skills; identification of a leader

Objectives:

- To reflect on what it means to be a leader,
- To identify leadership skills,
- To introduce styles of leadership.

Material needed: Blackboard/whiteboard/flip chart with appropriate markers.

Time: 20 minutes.

Methodology: Brainstorming followed by discussion.

Procedure:

1. Brain storm around the word “leader” and what it means to different participants.
2. Allow for responses to flow and make a note without any interruptions.
3. Ask participants, “What skills does it take to be a leader?” (Write down skills that they mention. If they don’t mention the following, add them to their list: communication, listening, being aware of relevant information, decision making, knowing one’s own strengths and weaknesses).
4. Ask, ‘is it a good or a bad thing to be a leader?’
5. Put forth the question, ‘if given a choice, who would you chose as your leader:
 - A person with lots of money/ wealth;
 - A very good looking person;
 - A person with lots of physical strength;
 - A person with a kind heart, who is assertive and can fight for justice;
 - All the above’.
6. Ask, ‘what are the qualities that would set a leader apart from the rest of the group? What are the things you would do to be a leader?’

Notes for the facilitator:

Speak about the concept of playing the role of a leader. Make participants reflect on how they can play the role of a leader to be more effective in their day-to-day dealings.

Communication

The process of sending and receiving messages, either verbally or non-verbally, between people is called communication. It is a basic tool we use in our day-to-day lives to relate to one another.

Effective communication helps us to improve personal relationships and build self-esteem whereas ineffective communication skills can result in personal and professional dissatisfaction, loneliness, conflict and estrangement from peers in society, family, school and work place. Often, drug use and other unsafe behaviour can occur as a result of an inability to relate to peers, colleagues and family members in a range of social settings.

Activity 4: What is communication?

Objectives:

- To understand the basic meaning of communication,
- To know the different ways of communication.

Material needed: None.

Time: 20 minutes.

Methodology: Exercise followed by debriefing.

Procedure:

1. Request participants to pair up (sit together in two's).
2. Instruct each pair to look in different directions and talk with each other (for about 30 seconds).
3. Then instruct each pair to sit back to back and talk with each other.
4. Ask one person from each pair to stand up and the other to sit and talk with each other.
5. Finally, ask each pair to sit face to face and talk with each other.
6. Stop the exercise and debrief the situation.
7. Ask the group, 'what was happening and why?'
8. Ask what according to them was the most effective way to communicate and what according to them were barriers to effective communication.

Notes for the facilitator:

- Through this exercise, barriers to communication must be addressed.
- The importance of listening, eye-to-eye contact, equal and respectful (horizontal) communication are emphasized.

Activity 5: Different types of communication

Objectives:

- To understand various types of communication,
- To understand the usage of appropriate communication contextually,
- To understand the difference between passive, assertive and aggressive communication.

Material needed: None.

Time: 30 minutes.

Methodology: Role-play followed by debriefing.

Procedure:

1. Ask three volunteers to come forward and enact the following situation in 3 possible ways - passively, assertively and aggressively.
2. The situation: one volunteer asks the other, “did you take money from my purse? Are you sure?” The response by the other must be enacted in one of three different styles: passive, assertive and aggressive.
3. Briefly discuss the three styles and possible outcomes in real life; discuss types of communication.

Notes for the facilitator:

It is important to emphasize that passiveness, assertiveness or aggressiveness in the tone also depends on the situation, person spoken to and the surroundings / context of any situation.

Communication starts with listening to what is said and what is not said, the verbal and non-verbal, explicit and implicit messages.

1. Communication may be one-way or two-way. Two-way communication means that one is speaking while the other is listening. One-way communication means one is speaking, the other is unconcerned. We encourage two-way communication in this training programme.
2. Explain talking “up” to or talking “down” to or “horizontal” – equal and respectful – communication. Request each participant to respect the other participant by talking to the other person as an equal.

Problem Solving

Activity 6: Problem solving

Objectives:

- To create a situation requiring a solution,
- To introduce problem solving.

Material needed: nil.

Time: 30 minutes.

Methodology: Game.

Procedure:

1. Divide the participants into two groups.
2. Request one group to leave the hall - these will be called the 'small fish'.
3. The group that stays in the training hall are 'big fish'.
4. Brief the 'big fish' about their role - they have to 'eat' the small fish by patting them on the head if they stand or stop moving. The 'big fish' 'die' when they are pushed out of the 'pond' - defined as an imaginary circle within which the game is played.
5. The 'small fish' have to keep moving for survival by jumping on their toes while in a sitting position, occasionally stand to 'breathe' and to prevent themselves from being 'eaten' (being patted on the head by 'big fish'). They have to find a way to push the 'big fish' out of the 'pond'.
6. Start the game. The game ends when there are either only 'small fish' or only 'big fish' left in the 'pond'. Repeating the game allows the 'small fish' and the 'big fish' to use problem solving and decision-making skills to form a strategy to achieve their goal.
7. Debrief explaining the steps used in solving problems.

Notes for the facilitator:

An effective problem solving procedure is:

- Clearly define the problem: find out what appears deeper as different from what appears to be on the surface.
- Thoroughly explore and understand the causes behind the problem.
- Collect additional information (from elsewhere if needed) and analyse it to understand the problem better.
- Solutions: think or look for them; try to evaluate logically, then try wild ideas which may seem irrelevant. Use creativity and imagination to look for new patterns within the

same set of facts. Ask the group to suspend judgment and criticism for a while and combine each other's ideas or add on improvements.

- Think of all possible options and the consequences of each option. Choose the appropriate and viable option or alternative. Collaborative and consensus based resolution is preferable to forcing a choice. Considerable discussion is needed to analyse the various alternative solutions on the basis of constraints and available resources.
- Act on the viable option / solution selected. Implement the solution through a planned set of activities, and evaluate how the problem is solved. Mid-course assessment may be necessary and mid-course corrections may need to be instituted.

Decision Making

Activity 7: Decision making

Objectives:

- To make a decision based on experience and knowledge,
- To provide an opportunity to gather more information and opinions,
- To re-assess the decision taken.

Material needed: 1 large card labelled 'AGREE' and 1 large card labelled 'DISAGREE'.

Time: 25 minutes.

Methodology: Game followed by discussion.

Procedure:

1. Introduce the purpose of this session to the participants.
2. Place the cards at either end of the room - 'Agree' at one end of the room and 'Disagree' at the other end.
3. Create a list of controversial statements in the thematic area of substance use and HIV/AIDS, or use the ones listed below, and read out a statement, one by one:

Statements / Questions

- Advertising is causing young people to use drugs.
- There should be capital punishment for drug trafficking.
- Girls who smoke cannot be good housewives.
- Increasing the penalty for using drugs will stop people from using drugs.

- We don't need to worry about young people using cigarettes and drugs.
 - Sex workers have a right to assert the usage of condoms by their clients.
 - Drug users should be given clean needles and syringes to curb the spread of HIV.
 - It is impossible to change one's behaviour.
 - Sex work should be legalized.
4. Ask the participants how they feel about each statement by choosing to stand next to either 'Agree' or 'Disagree' card. If they are undecided they can choose to stand in the centre between 'Agree' and 'Disagree'.
 5. Encourage participants who agree, to talk with each other about the statement and encourage those who disagree, to do the same. Allow some time for this activity.
 6. Request volunteers to share their reasons for agreeing or disagreeing with the whole group. After discussion, encourage participants to alter their position if they would like to.
 7. Debrief the group based on the following questions:
 - What did we do?
 - What happened?
 - How did you feel?
 8. List issues and factors that influenced decision making during this exercise.
 9. Encourage reflection on the following questions:
 - What value is this activity to drug and HIV prevention?
 - Could you apply this activity to other areas?
 - How appropriate were the questions?
 - Could you use other questions?
 - How could this activity develop decision-making skills?

Notes for the facilitator:

There is no right or wrong answer for some of the questions or statements. The questions are posed to develop discussion, encourage participants to think about their opinion on the topics and share their thoughts on why they decided as they did.

The questions or statements are designed to be relevant to participants and provide the opportunity to discuss things they value.

Start with non-threatening, non-controversial questions moving on to issues relating to drugs. The topic specific questions should be designed to commence with questions that are easy to respond to.

In this activity, participants are able to:

Consider their values, that is, things they are strongly committed to,

Express an opinion and have others listen,

Gather more information by listening to the opinion of others, and

Reassess their decision in the light of more information.

Acknowledge that decision making or coming to a consensus is often difficult.

Notes for the facilitator:

Decision-making may take place in one or more of the following ways:

- Decision made by one who assumes authority. Others find it convenient to accept decision rather than reject it.
- One suggests a decision, there is no other response/ proposal, and the decision is adopted. Here, the decision is adopted by default.
- Two persons joining forces to make the decision; one proposes an option, the other seconds it, the others keep silent and the decision is adopted.
- Decision made by a small group of people and the rest accept it.
- Decision depends upon the majority accepting the decision by a show of hands or a ballot.
- Essentially a minimum consent by all. When asked, “does anyone disagree?” many who do not agree show apparent support, i.e., there is a *false* consensus. *True* consensus occurs where everyone has contributed to the discussion, all angles have been considered, and everyone is in full agreement. This is the desired situation, but may not always happen. The next best is to aim that everyone in the group feels that there was an open discussion.

Winding up

Graded goal setting:

1. Motivate peer volunteers to train their peer group members and act as role models.
2. Motivate peer volunteers to get their HIV status checked at the nearest VCT centre.
3. Reinforce the concept of graded goal setting as a method of behaviour change.
4. Goal setting for service to peer group over the next week: obtain a commitment from each participant to play the role of a person with a mission to reduce risk-taking behaviour in at least two peer group members and sharing today’s lesson with at least three persons in the peer group.
5. Goal setting for change in self - based on behaviour change communication hierarchy: obtain a commitment from each participant to reduce risk-taking behaviour in himself / herself.
6. Encourage those that have begun trial behaviour change to sustain the changed behaviour.
7. Ask someone to volunteer to recapitulate the day’s sessions at the beginning of the next week’s training.
8. Form a circle with every one holding hands. Bid good-bye with the phrase: “keep coming back”.