

**Economic and Social Commission for Asia and the Pacific**

**Life Skills Training Guide for  
Young People:  
HIV/AIDS and  
Substance Use Prevention**



**UNITED NATIONS**  
**New York, 2003**

ST/ESCAP/2317

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This publication has been prepared by the Health and Development Section, Emerging Social Issues Division, ESCAP secretariat. It has been issued without formal editing.

## PREFACE

ESCAP developed this training guide to support the efforts of government and civil society institutions and youth work personnel that are engaged in training young people on development issues. Its purpose is to provide them with training material for guiding young people to be peer educators on two interrelated and critical health issues that young people face in the ESCAP region, namely, HIV/AIDS and substance use.

In this edition, the training guide is composed of 11 modules, with an annex on training needs assessment.

*Module 0* provides basic inputs on what training is, what it means to be a good trainer, learning theory and how to begin a training programme. It includes games designed to integrate participants into a group.

*Module 1* deals with the basics of peer education, including the application of peer education and its relevance for young people in the context of HIV/AIDS. There are indicators on the skills that are central to the development of a peer educator and skills for undertaking peer education.

*Module 2*, on communication, is particularly useful for peer educators who deal with sensitive subjects, such as substance use, HIV/AIDS and sexual behaviour. *Module 2*, therefore, provides a critical training component on modes of communication, types of communication, effective communication, listening, seeing, observing and key messages for the prevention of HIV/AIDS.

*Module 3* is designed to help the facilitator communicate an understanding of the basics of adolescence, including cognitive and emotional change, physical change and nutritional needs. The focus is on developing an understanding of adolescence from a holistic perspective.

*Modules 4 and 5* are intended to provide the facilitator with techniques and methods related to the core issues of teenage pregnancy, sexually transmitted infections and HIV/AIDS. It includes a section on frequently asked questions.

*Module 6* relates to drugs and substance use in the context of youth and HIV/AIDS. There is a section on critical reflection. Included here are several technical terms that are explained in the context of the training guide.

Overall life skills are dealt with in *Module 7*. Learning and practising core life skills are the focus of *Module 8*. Both modules, taken together, would enable the facilitator to help young people avoid risk behaviour and protect

themselves better from HIV/AIDS. *Module 8* introduces a range of important life skills topics, such as gender, decision making, goal setting and differentiating between “wants” and “needs.”

*Module 9* is designed to help facilitators train peer educators on how to care for and support people living with HIV/AIDS (PLWHAs).

Finally, in *Module 10* on action planning, participants learn to develop basic planning skills.

Each module is designed to stand alone.

Preparation of the training guide considered the need to equip facilitators with methods and techniques, as well as information on relevant conceptual issues. The guiding pedagogy is participatory. Participatory tools have been drawn from literature on participatory learning and action. Pictures, games, exercises, lectures, case studies, general reading and diagrams have been included. Inherent in the design is flexibility for innovation and adaptation to suit local contexts.

If facilitators feel that a target group needs inputs covered in all the modules, they may choose to include all of the modules in a training programme. In certain cases, especially in refresher courses, for which specific topics need to be more thoroughly covered, facilitators may use only specific modules. Facilitators of a variety of training programmes directed at young people are also encouraged to consider the possibility of integrating into their respective training, with suitable adaptation as may be required, material from this training guide.

Direct users of the guide are encouraged to approach local health and development experts, should they need further support on technical issues, especially regarding locally relevant data and information to facilitate adaptation of material in the guide for training in a local context.

It is hoped that the more this training guide is used, the more feedback can be shared with ESCAP. This will enable ESCAP to further enhance the relevance of the guide for larger numbers of users in the ESCAP region so that more effective approaches become widely available on strengthening young people’s competencies in dealing with the problems and high-risk situations that they face in everyday life, especially related to the spread of HIV/AIDS and substance use.

As with this edition, the revised one will also be uploaded on to the ESCAP website for health and development issues <http://www.unescap-healthdev.org>. This is to facilitate its e-access by youth workers and trainers, and programme personnel concerned with training young people. It is also available in the

public domain for easy access by intermediary agencies and organizations that are in a position to support the translation of the training guide into national and local languages and its adaptation and use in the countries and areas of the Asian and Pacific region.

The next revision will be undertaken in March-April 2004. For this purpose, feedback and comments are welcome and may be forwarded to the following:

Chief Health and Development Section Emerging Social Issues Division United Nations ESCAP Rajadamnern Nok Avenue Bangkok 10200, Thailand Email: <escap-healthdev@un.org> Fax : +66 -2-288-3031
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ESCAP will issue a limited number of hard copies of the next (revised) edition of the training guide for dissemination to institutions in the Asian and Pacific region concerned with training young people on youth work, leadership and on related development issues.

## ACKNOWLEDGEMENTS

This training guide was developed by ESCAP to address needs that emerged early on in the implementation of its project entitled “Integration of youth health concerns into non-formal education: Focus on sexual and reproductive health and prevention of substance abuse and HIV/AIDS in Asia”. The project received the generous funding support of the Government of Japan. It focused on enabling non-formal education service providers (government and civil society) in six country sites (Bangladesh, Cambodia, China, India, Lao People’s Democratic Republic and Nepal) to prevent HIV/AIDS among young people, using a peer-to-peer approach to life skills training.

In the preparation of the training guide, ESCAP drew from experiences in the implementation of the project. The secretariat is appreciative of insights gained from interactions with its project partners, the national counterpart organizations, in the above-mentioned countries.

The secretariat would like to express its appreciation of the participants and co-facilitators of two courses that field tested modules in Beijing (August 2003) and in Phnom Penh (October 2003), respectively. In this regard, the secretariat would like to acknowledge the cooperation of the All-China Youth Federation and the China Youth University for Political Science, Beijing, and the General Department of Youth and Sports, Ministry of Education, Youth and Sports, Phnom Penh. The secretariat is also appreciative of Mr. Kazi Rafiqul Alam, Dhaka Ahsania Mission, Dhaka, and Mr Siddhi Aryal, Oxygen Research and Development Forum, Kathmandu, and their teams, who generously shared their insights on youth and life skills training.

Mr Amitava Mukherjee, currently Chief Technical Advisor, Private-Public Sector Partnership, ESCAP, initiated the preparation of the guide, including its design, when he was with the Health and Development Section (HDS), Emerging Social Issues Division (ESID), ESCAP. Mr Mukherjee co-authored the original manuscript with Ms Sheeba Chowdhry, HDS consultant, who benefited from his overall technical guidance for the assignment. Dr Arun Mallick reviewed the content pertaining to reproductive and sexual health for factual accuracy and comprehensiveness when he was with HDS and prior to his current assignment with UNESCO on school health.

Mr John Howard, Director, Ted Knoffs Foundation, Sydney, Australia, and Ms Cai Cai, HDS, undertook peer reviews of, and contributed useful comments on, the manuscript. Ms Janet Wong and Ms Patricia Persad, HDS, edited the manuscript under the overall guidance of Ms San Yuenwah, HDS.

In the development of the training guide, the secretariat benefited from the insights of many individuals whom it would like to acknowledge with

thanks. They include Dr Swarup Sarkar, UNAIDS SEAPICT. They also include the following in India: Mr Rajesh Kumar, Mr Bilal and Mr Daneshwar, Society for Promotion of Youth and Masses; Ms Diksha, CREA (Creating Resources for Empowerment in Action), Shanti Niketan --- New Delhi; Ms Gunjan, Naz Foundation; and Ms Tara Manchin Hangzo, India HIV/AIDS Alliance.

The secretariat acknowledges with appreciation the illustrations contributed by Mr Vikram Nayak, Triveni Kala Sangam, New Delhi. The illustrations will be included in full in the print edition to be issued in 2004.

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# Module O

## Introduction to Training and Learning



# FLOW CHART

## Content Flow at A Glance Module 0: Introduction To Training and Learning

<b>Subject/topic/activity</b>	<b>Objective</b>	<b>Page No.</b>
Reading material for the peer educator.	To become aware of the basics of training and facilitation.	0-2 to 0-7
Games for getting acquainted/ice breakers.	Introduction and getting acquainted.	0- 8to 0-10
Activities for needs assessment.	To understand why the participants are at the training session.	0-11 to 0-13
Setting ground rules.	To set basic rules for the duration of a training session.	0-14
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# Introduction to Training and Learning

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*"Where the mind is led forward by thee  
Into ever-widening thought and action".*

*Rabindranath Tagore*

## I Introduction

### TRAINING

Can be a joy!  
bore!

Can be a dead

### FOR BOTH THE FACILITATORS AND THE LEARNERS

**T**herefore, the choice is in the hands of the facilitators and the learners. This training guide is designed to present ideas, information and strategies to address the needs of both.

Imagine that you are hosting a dinner for your colleagues and friends. You want it to be a perfect mix of ease and business. You want people to have fun, do business, find friends and leave with a treasured memory. Now, substitute the words "business dinner" with the word training. As a host, it is your job to create the perfect ambience for the dinner. As a facilitator, it is your job to create the ideal learning environment.

Use this guide to find the perfect mix of joy and learning for yourself and the participants. All of the ingredients are here, but it is up to the facilitator to find the match for each group of learners.

You can use this guide to design training for a formal or informal setting. The training could be in a village compound, a small space in a factory, under a tree or in a community hall.

As you go through the guide, it may be useful to recall Albert Einstein's words:  
"I never teach my pupils. I only attempt to provide the conditions in which they can learn".

## II What is training?

The Oxford thesaurus gives many synonyms for training: teaching, coaching, tutoring, schooling, education, drilling, preparation, grounding, guidance, indoctrination, inculcation, lessons, working out, practice and exercises.

### ***Take your pick! But remember***

Training is a means to impart knowledge, and develop skills, and change attitudes and behaviour. Training is not a circus. Its purpose is not to entertain people and to help them forget about their daily preoccupations. On the contrary, it exists to help people understand and do something about their preoccupations.

Ideally, a training programme should aim to provide an environment that meets personal needs, reduces defensiveness and unveils potential for creativity and innovation.

## III Who is a 'good' trainer?

A good trainer is essentially a facilitator. S/he is primarily responsible for creating the "learning environment". The learning environment has many elements and requires the facilitator to play the multiple roles of planner, facilitator, organizer and manager.

### **a) As a planner, focus on the following:**

#### **1 Why Training?**

Setting objectives for a training session is essential. There are usually two kinds of objectives. The first kind describes general objectives using words like "to understand", "to appreciate", "to know" and "to recognize". The second kind of objective is more specific, often dealing with the concrete skills that the participants will have. If possible, use words such as "to make", "to write", "to plan", "to construct", "to solve" or "to measure". For example, participants will learn to make a plan, or the participants will learn to write a case study of a person living with HIV/AIDS.

#### **2 Who to Train?**

Understand the trainee profile. Try to find out: how many people will be present, why they want to attend the training, what their hopes and fears are and what their experience, age, gender and is. Do they have any previous exposure to the subject?

#### **3 Where to Train?**

Decide on the venue and location. The venue and location should fit the training design and be accessible to trainees. If possible, visit the training site before the participants are due to arrive. Check whether the place will suit the type of

training you have designed. Is there enough open space for exercises and games? Is the arrangement of training equipment appropriate? Is there provision for electricity, water, toilets as well as food and refreshments?

Check on the seating arrangements. Seating arrangements have a great influence on training sessions. There are six main types of seating arrangements: rows of tables and/or chairs, hollow U-shape, banquet or fish bone, conference table, circle of chairs and table trios.

## 4 When to Train?

The duration and timing of the training sessions must be set according to the learning principles. Be certain to allow time for relaxation and reflection. Design the sessions to include multiple methods – visual, physical, discussion, games and case studies.

The time of the day has a significant impact on how well people respond to diverse learning approaches. In the morning, most people would be more likely to concentrate better. After lunch, participants tend to be lethargic and less able to concentrate. Towards the evening, the participants may be restless. Consider these factors when planning a session.

## 5 What to Train?

It is important to structure each session carefully. Each session must have objectives and outcomes. Consider how much the participants already know, what they need to learn and how much time is available to cover the material. To help with the selection of materials, think about what the participants must know, should know, and could know. The session should be structured around key points the trainer believes they *must* know by the end of the session.

## 6 How to Train?

Inputs may be presented using various methods during training. A training that stresses active participation and open dialogue should employ a style that is consistent with the values of participation. It is best to use a combination of learning methods and to alter the tempo of the training. For example, you could start with a game, then proceed to a short lecture and end with group work.

### b) As a facilitator

- Remember that the basic values of participation require you to adhere to the following:
  - √ are avoid dominating behaviours.
  - √ allow the participants to share and learn.
  - √ deal with bias, start from where the participants are.
  - √ respect diversity.
  - √ start at a convenient time for the participants.
  - √ undertake sessions in a place that is convenient for the participants
  - √ follow a process.
- Focus on cumulative learning by all the participants.

- Seek out diversity – everyone is different and important.
- Emphasize the group learning processes.
- Use approaches that are flexible and adaptable to suit each new set of conditions and participants.
- Use participatory processes because they lead to discussion. Often, debate concerning change leads to a change in perceptions, and people helps contemplate action that can lead to changes in attitudes and behaviour.

**Key characteristics of an effective facilitator are:**

- A warm personality, with an ability to show the trainees approval and acceptance.
- Good social skills, including an ability to bring a group together and maintain control without causing adverse affects.
- A manner that encourages the participants to share their ideas and skills.
- Strong organization skills that maximize the use of resources.
- The skill to identify and subsequently resolve participants’ problems.
- Enthusiasm for the subject and the capacity to present it in an interesting way.
- Flexibility in response to the changing needs of the participants.
- Knowledge of the subject matter.

## IV About learning and learners

### a) Lewin’s Three-Stage Formulation

**K**urt Lewin’s three-stage formulation of the learning process provides relevant insight into the design of an effective training programme. The theory proposes the following three stages in the learning process:

- Unfreezing* Before unfreezing, participants do not attach sufficient importance to the problem to desire new behaviour. The training methods that should be used early in the programme, therefore, are those that offer maximum stimulation and involvement. Unfreezing is for training what ploughing is for agriculture.
- Moving:* Exploration, trial and error, new knowledge and experiments are all events required to move and learn. Case studies, individual exercises and practising new skills are some methods that enhance moving or learning.
- Refreezing:* It is the final stage. The participant fits the new knowledge and understanding, and the skills from the training that have proved useful and acceptable into their personal patterns of routine, day to day work and living. Appropriate methods for this part of the process are case studies, role-plays, individual assignments and reflection.

Source: Kurt Lewin, “Group Decision and Social Change” in T.N. Newcomb and E. Hartley (eds), *Readings in Social Psychology* (New York: Holt, 1947)

## **b) Learning**

- takes place when the perceived needs of the learner are satisfied.
- should be meaningful.
- is effective when the learners participate actively.
- is effective when there is repetition of activity.
- is facilitated when the situations are real and lifelike.
- is facilitated when the learners are ready to learn – let them know what they are about to learn.
- is more effective when the facilitator praises, encourages and at times, gives rewards.
- is affected by the social and physical environment.
- is gradual, so start from the simple and move to the complex.

Source: O.P. Dahama, O.P. Bhatnagar; Education and Communication for Development (2<sup>nd</sup> Edition), Oxford and IBH Publishing Co. Pvt. Ltd, 1991.

## **c) How adults learn**

Adults are different from children, and their learning process is different from that of a child. Some of the features that distinguish this difference are:

- Adults are voluntary learners. They have a right to know why a topic or session is important to them.
- Adults usually come with the intention to learn. If this is not understood or supported, they will switch off or stop coming.
- Adults have experience and learn by rechecking their learning against past or present experience.
- Adults learn best in an atmosphere of active involvement and participation.
- Adults are best taught through a real world approach.

Source: Robert Smith 1983; Alan Rogers 1986; Jenny Rogers 1989b

### ***For learning to take place:***

- Time for reflection is essential. Provide space for this.
- Participants must be involved as no involvement means no learning
- Practice is important. For every new skill that is taught, an exercise must be designed for practice. No skill is acquired without practice. Practice yields understanding of theory and raises new questions.
- Give time for practice, reflection, discussion and sharing.
- Be flexible. Flexibility is the key to effective facilitation. Be flexible in the use of methods, content, place, time and what ever else the participants may require.
- Provide opportunities for the learner to react to what s/he sees, hears and feels. This will also enable you to understand the needs of the learner.
-

**Learners possess the ability to retain: 10 per cent of what they read, 20 per cent of what they hear, 30 per cent of what they see, 50 per cent of what they see and hear, 70 per cent of what they hear and say, and 90 per cent of the things they do.**

**If a message is given once, the brain remembers only 10 per cent of it one day later, and when the same message is given six times in a day, the brain remembers 90 per cent of it. Hence, trainers must repeat, recap and review the training messages several times over.**

## V How to Begin A Training Programme?

### a) Preparing for a session

- The space for training must be prepared in advance. Arrange the materials along the wall. Have all of the things you will need on a table (for example, charts, markers, cello tape, coloured paper, pencils, pens, crayons, scissors, thread, gum, pins/tags, reading materials, hand outs, trays and transparencies) As a peer educator, you may not use any or all these things at one time but never the less, plan for what you will use.
- Use space on the walls (if there are no walls, make use of spaces that can be used, such as trees or rope tied to two poles or pillars) to display the topic of the training. Photographs and outputs from previous training programmes help to create a comfortable learning environment. Avoid using overt material on condoms, syringes and sexual behaviours.
- If you are using equipment such as an over-head projector, sound system, projector, tape recorder, or video/TV, make sure that it is in working condition and available for use.

### b) Tips for an effective training environment

- Start the session with a circular sitting arrangement. Whether you use chairs and tables or the floor depends on availability.
- Involve the participants in the management of the training. Ask for volunteers for various tasks.
- Change the lay out of the training space each day to match the content of the sessions. For example, if you are planning to deal with sexuality on the first day, display posters and photographs related to the subject on the walls, and if on the second day you plan to deal with HIV/AIDS, change the posters, photographs and seating arrangement. This change breaks the monotony and creates a learning environment suited to the needs of the learners and trainers.
- Use energizers/games whenever you feel the group is becoming lethargic or bored. These are especially effective at the start of post lunch or post dinner sessions and during long lecture sessions.
- Go over the learnings of each day with the participants at the close of a day or first thing the next morning.
- Prepare the relevant reading material in advance and give it to the participants at appropriate intervals during the training.



## **C) Knowing each other**

There are various ways of starting a training session. One method is to introduce the participants. This is a non-threatening activity and useful in creating an atmosphere of ease. Below are some activities that can help you start a training session. The peer educator has to decide how many, or which of them should/could be used.

## **d) Exercises**

### **1 Memory Of Home**

*Objective* To get acquainted.

*Materials* None.

*Time* 30 to 45 minutes.

*Process* Ask the participants to be seated in a circle (pre-arranged by the trainer).

Explain that this exercise will enable the participants to become acquainted with each other.

Ask the participants to reflect on their home for a moment. You can say,

“Close your eyes. Think about your home and choose one item. It can be anything (a chair, a person, plants) that reminds you of your home. Think about what you have chosen and get ready to describe it to the group”.

Tell the group that each member has approximately 1 minute to describe his/her choice and introduce himself/herself.

#### ***Notes for the Facilitator***

Facilitate the process of sharing. You may intervene to help participants express themselves clearly and deal with questions from others. Consider yourself part of the group and introduce yourself in the same manner as the others.

This is a non-threatening exercise that creates a pleasant atmosphere. Nevertheless, be prepared to deal with emotions. This activity is especially suitable for participants who have come away from home and are still uncomfortable with the new environment.

Depending on the composition of the participants, you may replace the word “home” with something more appropriate to a particular group context.

## 2 Getting Acquainted

<i>Objectives</i>	To create a relaxed atmosphere and encourage each participant to introduce aspects of himself/herself. To involve the participants in a creative activity that allows them to express themselves.
<i>Materials</i>	One sheet of paper per participant, markers/sketch pens/colour pencils/ crayons/pens/pencils.
<i>Time</i>	10 minutes of portrait drawing and 10 minutes to look at the display of the drawings.
<i>Process</i>	<p>Ask the participants to draw a self-portrait on a piece of paper. They can choose whatever style they like – artistic, cartoon or abstract. Ask them to write their names on the portrait.</p> <p>Tell the participants that they can use whatever material they want from the material table in the room.</p> <p>Ask them to write two important events that led them to this training/peer education session at the bottom of the paper.</p> <p>Ask the participants to display the portraits on a wall (board) in the room.</p> <p>Give the participants time to move around and have a look at the portraits. They can seek clarification from each other.</p>

### ***Notes for the Facilitator***

This exercise is usually quite amusing. It is a good way to learn each other's names, hobbies, likes, dislikes and the reasons that motivated the participants to come to the session/training. The facilitator can also join the exercise and create his/her portrait.

The facilitator should pay attention to the reasons that have brought the participants to the training/session. These reasons give insight that can be used during the course of the training session. For example, a participant may say that the reason that s/he came to the workshop was his/her desire to get more knowledge on substance use.

### 3 Seed Mixer

<i>Objective</i>	To introduce the participants to one another. To encourage participants to talk with each other one-on-one. To create a relaxed but animated atmosphere, and to establish an informal tone for the training.
<i>Materials</i>	Enough seeds (beans or beads) to allow each participant to have the same number of beans/pebbles, as there are participants. For example, if there are 25 people, including the peer educator, each person will require 25 beans/beads. Paper cups/containers for participants who do not have pockets for the seeds.
<i>Time</i>	30 minutes (depends on the number of participants and how much they talk with each other).
<i>Process</i>	<p>Give each person the number of beans equivalent to the number of participants in the room (for example, if there are 25 people, including the peer educator, who should also participate in this exercise, give each person 25 beans/beads).</p> <p>Ask the participants to place the beans/beads in one pocket/container and leave the second pocket/container empty.</p> <p>The participants are given a fixed amount of time (about 20 minutes) in which to introduce themselves to each of the other participants (this can include saying the name, place of work, likes/dislikes or possibly exchanging salutations). During each introduction, the participants should give the other person a bean/bead and accept in turn. They should place the other person's bead/bean/ should be placed in the pocket/cup.</p> <p>At the end of this exercise, each person should be left with one bean in his or her pocket/container (representing herself/himself) and the second pocket/cup should be filled with beans/beads equal to the total number of persons in the room minus one.</p>

#### ***Notes for the Facilitator***

This exercise is suitable for both large and small groups. Facilitators should take part in it. If the activity is taking too long, just clap your hands and remind the participants that they need to hurry. There is no need for a debriefing after the exercise. This activity allows people an opportunity for one-to-one interaction, and helps to create an atmosphere of informality and conviviality.

## 4 Getting To Knowing Each Other

<i>Objectives</i>	To introduce the participants to each other. To create a sense of belonging/familiarity. To show the participants that you also want to know them.
<i>Materials</i>	Objects/things lying in the vicinity that can be used as symbols.
<i>Time</i>	30 to 45 minutes.
<i>Process</i>	Ask the participants to take 5 minutes to find an object, within close proximity of the place where they are, which they think symbolizes them in some way.  You could play some soft instrumental background music (for 5 minutes).  Reassemble the participants in the room.  Ask the participants to introduce themselves one by one, and explain why they chose what they chose as their symbol.

### **Notes for the Facilitator**

This exercise is useful for encouraging participants to open up and share feelings early in the training session. The participants may choose objects such as sand, a stone, a pen or a flower as their symbol. The facilitator should also join the exercise.

## 5 We Are Here Because...?

It is always a good idea to move from introductions to reasons why everyone has come to the training programme. This can be achieved with a simple exercise.

<i>Objectives</i>	To know what brought the participants to this training. To understand what they know and consider important.
<i>Materials</i>	Flash cards or A-4 paper sheets, markers.
<i>Time</i>	45 minutes.
<i>Process</i>	Ask the participants to take two flash cards/papers and markers from the tray.  Ask the participants to use one flash card/paper to write or draw the reason they are attending the training.  Ask the participants to place the flash card/paper on the floor once they have finished.

Ask the participants to use the second flash card to write or draw the ability/knowledge they bring to the training. The cards should form a row.

Ask them to place these cards on the floor in another row adjacent to the previous one.

When all of the cards are placed on the floor, ask the participants to stand in a circle around the cards.

Ask volunteers to read out the cards.

Finish the activity with a round of applause.

**Notes for the Facilitator**

This exercise is very useful for getting to know the different reasons participants have for attending the training programme. It also gives the facilitator information about the special abilities and knowledge present in the group. Information gathered during this exercise is often useful for planning future sessions and when seeking volunteers from the group.

At times, a needs assessment cannot be done before the start of the training programme. This activity is a useful way of getting an indication of why the participants are at the training. Sum up the broad trends from both categories of cards, and put them up on the wall.

It is also a good way, both for the facilitator and for the participants, to keep track of whether the needs are being met. Sometimes there will be reasons for coming to the programme that the facilitator knows will not be addressed during the training course. Please discuss this point with the participants and arrive at a solution that is mutually beneficial.

**6 Why Am I Here?**

*Objective* To allow participants to express, share, and reduce misconceptions they may have brought to the training programme.

*Materials* Flipcharts, markers/pens.

*Time* 30 minutes.

*Process* Sometimes participants may know very little about the content of the training sessions, may not know what is expected of them, may feel /worried about their participation or may have misconceptions about the programme. Under such circumstances, it is appropriate to create a forum for sharing and discussion.

Divide the participants into small groups of 4 to 6 people. Ask them to take a flip chart and markers for group work.

Ask them to select one person within each group to record the discussion.

Ask the groups to respond to the following questions:

*What fears did you have about coming to this training?*

*What concerns do you have about this training?*

*What preconceived notions did you have before coming here today?*

Allow 20 minutes to finish the exercise. Then, invite the groups to present their work.

**Notes for the Facilitator**

This exercise provides excellent opportunities for the facilitator to empathize with trainees' needs, and give reassurance by sharing how the training does/does not relate to their concerns or how the training might help them overcome their fears and concerns. The trainer should be prepared to deal with issues such as:

Will others laugh at me if I ask silly questions?

Will I really learn about the things I want to know?

What will the trainers be like?

Will the food be to my liking?

The trainer can ask the participants for solutions/response. Ask the participants what you could do to reduce their concerns or fears.

## 7 I Am Here Because....

*Objective* To elaborate in detail on what participants want/do not want from the training.

*Materials* 3 large flip charts previously prepared by the facilitator, small pieces of paper/flash cards for the participants, markers, pens.

*Time* 45 minutes.

*Process* Put up the previously prepared flip charts. These should be marked "content", "format" and "practical details". Each flip chart should be divided into two columns marked "want" and "do not want".

Ask the participants to take small pieces of paper/flash cards and markers.

Ask them to use one piece of paper/flash card for writing the main thing they want from the training programme and one piece of paper/flash card for the main thing they do not want from the training programme. This can relate to any of the topics already displayed on the wall – content, format, and practical details.

Ask the participants to put their slips of paper up on the appropriate chart and in the appropriate column. Similar responses can be grouped together.

Once the exercise is completed, ask a volunteer to read out what has been written by the participants to the larger group.

**Notes for the Facilitator**

The facilitator can also read out the charts if s/he thinks it is appropriate. This exercise tells you the participants' expectations and allows you to frame the ground rules for the training. You can now respond to those expectations in the course of the training. The facilitator must be sensitive to the mood of the group and tactful in addressing concerns expressed. A blunt statement to the group that some needs will not be met may result in low morale among some members.

This activity provides a visible record of what people do/do not want from the training programme. It allows the facilitator to build consensus and motivation among group members. It is also helpful to refer back to these charts during the evaluation at the end of the training.

You can adapt this exercise to a simpler format by putting up charts with the headings "I want to know/learn", "I want to share" and "I don't want". Leave the room for 20 minutes, and allow the participants to express themselves on the charts under the three headings. Upon your return, ask for volunteers to explain the charts briefly.

**e) Setting the ground rules**

After introductions and the expectations session, ground rules should be set at the start of the training. Explain to the group that this is their time together and that it is useful for everyone to agree to some ground rules. You may make some suggestions such as punctuality, being non-judgmental or giving everyone a chance to participate and to speak.

Ask the participants to use flip charts and markers to write/draw the ground rules for their training programme. Encourage the participants to discuss the issues and arrive at a consensus. Once the exercise is completed, ask the participants to go over it once, and put it up on the wall. Encourage the participants to stick to these ground rules during the course of the workshop and follow them yourself.

**Recommended Ground Rules**

- Respect** Everyone should pay attention to the person who speaks and respect her/his ideas.
- One at a time** Only one person should speak at a time.
- Confidentiality** What is shared in the group shall remain in the group.

<b>Openness</b>	Everyone will try and be as open and honest as possible without discussing personal and private issues or lives. Everyone will avoid using names and places while sharing their experiences.
<b>Non-judgmental approach</b>	No one will put down, make fun of or tease another person about her/his beliefs and ideas.
<b>Acceptance</b>	It is okay to feel uncomfortable while discussing sensitive issues like sexuality and HIV/AIDS.
<b>Have a good time</b>	Enjoy being together and doing things together.
<b>Keep time</b>	Stick to the time schedule set for the course.

## f) Trust and confidentiality

Trust and confidentiality are of prime importance in a training programme dealing with sensitive and personal issues such as sexuality, HIV/AIDS and sexually transmitted infections (STIs). There are many games and processes that can be used in the course of the training, to build a comfortable learning environment. Try the following exercise:

### Keeping The Faith!

*Objective* To define participants' understanding of "trust and confidentiality" within the training programme.

*Materials* None.

*Time* 1 hour.

*Process* Explain that in this exercise the participants are going to explore the issues of mutual trust and confidentiality within the group. Caution them that they are going to be talking about some personal and difficult things.

Ask the participants to divide into small groups of four persons each. Tell them to imagine a situation where they are suffering from a disease and find it impossible to come to terms with it. They want to talk about it with someone (to seek help and advice). What qualities would they seek in that person? They should concentrate on the qualities of the person and not mention the name of any person. Give the groups 15 minutes to have this discussion.

Call all the groups back to the circle, and ask them to describe the qualities that they discussed in the small groups. If possible, invite the participants to write down the qualities, and fix them on the wall for future reference.



**Notes for the Facilitator**

The facilitator plays an important role in tying up this exercise. S/he should be prepared to debrief the activity. Focus on the qualities, and point out to the group that all of us must try to display these qualities during the course of the training, as this will maximize learning for all. Discourage the participants from making any written rules about these issues, as a breach may cause unnecessary disruption and feelings of betrayal. The intent of the exercise is to unveil the qualities that participants need to establish trust and confidentiality.

**g) Cooperation**

In any adult learning environment dealing with HIV/AIDS, STIs, sexuality and reproductive health, cooperation between the facilitator and the participants, and more importantly, among the participants, is of great value. Try to build cooperation and team support. The following game is useful in achieving these ends.

**Blind Walk**

**Objective** To help participants experience the value of team support and cooperation.

**Materials** A piece of cloth/scarf/large handkerchief.

**Time** 45 minutes to 1 hour.

**Process** Ask the participants to form a line from one end of the training room to the other. Ask for a volunteer to be blindfolded. Explain to the group that this exercise is not intended as a competition but as an exploration of feelings and to highlight the importance of support.

Use the scarf/cloth to blindfold the volunteer. Turn him/her around several times. Ask the volunteer to walk in a straight line from one end of the room to the other. S/he should stop when s/he thinks that s/he has reached the end of the room.

Tell the rest of the group to remain completely silent and give no encouragement or guidance at all. They must not touch the volunteer.

When the volunteer reaches the other end (or says that s/he has reached the other end) of the room, ask her/him to take off the blindfold. Ask her/him to share feelings they experienced during the walk. You may ask questions such as, "Did you think you had gone where you wanted go?" or "Did you feel the need for some guidance from the others?"

Ask the volunteer to replace the blindfold. Ask him/her to walk from one end of the room to another again. This time, the others in

the room should give verbal guidance and encouragement. However, nobody should touch the volunteer.

Ask the volunteer to share his/her experience with others.

Repeat the exercise again with another volunteer, and this time, ask the observers to help the volunteer in any way they can.

Ask the volunteer to share the experience.

***Notes for the Facilitator***

Generally, the volunteer would have felt the most comfortable reaching her/his destination with the help from other group members. The ease of reaching the destination increases as the level of support and help from the group members increases. This exercise demonstrates the importance of receiving support when trying to reach one's destination.

You can repeat the exercise with more volunteers (depending on the time). Encourage the volunteer and the observers to exchange their experience. Close the exercise by emphasizing the need for mutual support and trust during the course of our lives. You may need to explain to the group that this exercise is not intended as a competition but as an exploration of feelings and the importance of support.