

INTERPERSONAL COMMUNICATION FOR IMPROVED PRACTICES

Session Objectives

By the end of this session, the participants will be able to:

1. Define interpersonal communication (IPC).
2. Identify characteristics of effective IPC.
3. Practice IPC with a colleague and get some feedback.

SESSION AT A GLANCE: IPC for Improved Practices

Activity	Time	Materials
A. Introduction Trainer introduces the idea of IPC for improving practices and presents the three session objectives.	5 minutes	- Flipchart, tape, markers
B. Climate Setter Trainer asks the participants to remember a time when they had a good “exchange” (conversation) with someone. Have them tell what made it a “good” (interesting, worthwhile) conversation.	5 minutes	- Flipchart, tape, markers
C. Large Group Task Participants are invited to present some definitions of IPC. Discuss the importance of IPC to the success of an outreach worker.	10 minutes	- Flipchart, tape, markers - Prepared definition of IPC
D. Large Group Discussion Brainstorming on the elements that come into play to make a successful conversation: evident and subtle.	10 minutes	- Flipchart paper, markers, tape - Chart with title: Elements for Success
E. Practice The participants practice IPC and receive feedback.	30 minutes	- Topics on flipchart
F. Drawing Conclusions and Summary	10 minutes	- <i>Outreach Worker’s Handbook</i> - Prepared chart with key points



70 minutes

PREPARING TO TEACH THIS SESSION: IPC for Improved Practices

Before you present Module 5, Session 1:

1. Prepare a list of culturally appropriate, non-WASH topics for practice, such as:
 - What are your favorite techniques for getting the best deal in the market?
 - What works to get your children to behave when they are naughty?
 - What do you do to relieve stress?
 - What would you do to improve overall conditions in the community?

Add to this list so the participants can select from a good variety of topics.

2. Put a definition of IPC on a piece of flipchart paper.
3. Use or modify the following checklist for observing IPC practices (also in *Outreach Worker's Handbook* p. 24 or in the *Collection of Resource Materials*).

	Yes	No
Appropriate body language (eye contact, smile, gestures)		
Respectful social distance between speakers		
Asking lots of questions		
Showing interest by leaning forward		
Active listening		
Removing obstacles in the way (no barriers)		
Paraphrasing to signal you've heard and understood (taking care not to tell someone what they think or interpreting them)		
Appropriate use of silence		
Nodding or verbal signals to demonstrate listening and encourage the speaker to continue		



Trainer Note:

This checklist is used in the next session as well.

4. Prepare a flipchart page with elements for a successful conversation, as described below.
5. Prepare a summary page for the end of the session with key points.
6. Make copies of the observation sheet.

7. Explore the relevant discussion tools and the process for using Xs and Os to denote current practices and target practices.

TRAINING ACTIVITIES: IPC for Improved Practices

A. Introduction to the Session (5 minutes)

1. Welcome the participants.
2. Explain that up to now, they have looked at the local WASH conditions, reviewed what they will be doing as outreach workers, and learned about the three key practices and how they will be helping their audiences make choices about adopting the new practices: washing hands with soap, drinking/storing/serving potable water, and effectively disposing of human feces.

Now participants are going to talk about *how* they will work with their audiences to get them to adopt healthier behaviors. In all of their work, communication, especially interpersonal communication (IPC), will be very important.



Trainer Note:

Remind participants that they will have a toolkit of techniques, visual aids, and materials to help them with their tasks, but that their ability to communicate on a very personal basis will be the foundation of everything they do.

3. Introduce them to the topic of IPC and let them know that there will be four objectives for the session:
 - Define IPC
 - Identify characteristics of effective IPC
 - Improve IPC skills by practicing with a colleague and getting feedback
 - Use the concept of step-by-step improved practices to negotiate behavior change through IPC

B. Climate Setter (5 minutes)

1. Ask the participants to remember a time when they had a good (interesting, worthwhile, helpful) conversation with a friend or colleague. Have some volunteers tell you what made it a good conversation.
2. Record these on a flipchart as the participants offer their ideas.

**Trainer Note:**

There is no need to belabor this exercise. Its purpose is to get participants thinking about the topic at hand.

C. Large Group Discussion/Task (10 minutes)

1. Now ask the participants to propose some definitions of what they think IPC is.

**Trainer Note:**

If the participants are experienced outreach workers working in other sectors, a quick review of IPC may be all that's necessary.

2. Jot down key phrases and ideas offered by the participants on a flipchart.
3. Then propose a definition yourself and see if it meets their approval.

“Interpersonal communication is oral (spoken) and nonverbal (eye contact, gestures, posture, facial expression, etc.) communication between people: sending, receiving, interpreting, and sending back ideas and information.”

Use the narrative in the trainer note below to talk about the importance of IPC. Experienced outreach workers will no doubt be familiar with the information. For less experienced outreach workers, put essential points on a flipchart as you discuss.

**Trainer Note:**

When we say IPC we mean outreach workers communicating with individuals, families, and groups for a variety of purposes: informing, listening, planning, and affirming, for example. The ability to communicate well is critical to the success of an outreach worker. Even with all the good intentions, posters, and equipment, an outreach worker's ability to jointly plan new practices with the individual, group, or family will depend on the outreach worker's ability to communicate well. We need to remember that communication has three parts: *what* someone says, *how* someone says it (voice tone), and *nonverbal* communication. Good communication requires that two or more people talk back and forth. Outreach workers usually communicate with individuals in the community during home visits, in group discussions (sometimes stimulated by a talk, demonstration, drama, story, etc.), or at health fairs or demonstrations.

D. Large Group Discussion (10 minutes)

1. Go back to the climate setter and look at some of the elements that the participants identified as contributing to a successful conversation. Add any item below that is missing:
 - Appropriate body language (eye contact, smile, gestures)
 - Nodding or verbal signals to demonstrate listening and encourage the speaker to continue
 - Respectful distance between speakers
 - Asking lots of questions
 - Showing interest by leaning forward
 - Showing sensitivity to the other person's needs
 - Active listening
 - Removing physical obstacles in the way
 - Paraphrasing to signal you've heard and understood
 - Encouraging the other person to talk
 - Appropriate use of silence
2. Make the point that good communication requires that the participants have the right *attitude*. If each person does not respect the other and value what the other is saying, the communication is not likely to be very productive.
3. Summarize the discussion by saying that good communication is a skill that can be improved by practice, and then post the elements of good communication where everyone can see them.
4. Tell the participants that they will have a chance to give themselves feedback using a self-assessment form every time they do a session in the community. (This form can be found on p. 54 of the *Outreach Worker's Handbook* and will be covered in more detail in the session on Action Planning).
5. Post the list of items included in the checklist (that was prepared before the session) in the front of the room where everyone can see it. Invite the participants to propose additions or changes to the list.

F. Practice (30 minutes)

1. Tell the participants they are now going to have the chance to practice IPC on a topic that isn't related to WASH. In this way, they won't have to worry about the "what" (topic) of the conversation and can and should focus on using the good IPC skills they've been discussing.
2. Have the participants move into groups of three. Explain that each person will have the chance to explore a topic with someone, the chance to observe and give feedback, and the chance to be the partner (respondent) in a conversation, so there will be three rounds of practice. Have them select their roles for the first round (asker, answerer, and observer). Once they've done this, hand an observation sheet to each observer. Have the first person

“asker” pick a topic from the list of topics. The “asker” will pose the question to the “answerer” and should ensure that a dialogue ensues. The “observer” should watch the conversation between the “asker” and “answerer” and note on observer’s sheet what is and is not done during the role play. The observer remains silent during the role play and gives feedback to the “asker” after the role play is completed.

3. Make sure all the trios are ready.
4. Give the signal to start. Tell the participants they will have about seven minutes. When they hear the next signal, they should stop the conversation and get some feedback from the observer on how the conversation went. Then they should change roles so that the person asking the questions is now answering, etc.



Trainer Note:

Do three rounds so that everyone has the chance to ask, answer, and observe.

5. When the time is up, ask the participants for some reactions to the conversations:
 - What did they notice that the “asker” did well?
 - What could the “asker” have done more of?
 - What could the “asker” have done less of?
 - Did it turn into a conversation?
 - What, if anything, got in the way of the “conversation?”
 - What will everyone do differently next time?
 - What do they want to remember when conducting conversations in the community with an individual or family?
 - What was hard/easy?

E. Drawing Conclusions (10 minutes)

1. Ask the participants to think back on the large group discussion and on their experience in a conversation. On p. 75 in the *Outreach Worker’s Handbook*, have them write down what they’ve learned about IPC. They should also write what they plan on doing once they’re back home, to continue to practice their skills.



Trainer Note:

This may also be done orally with the trainer recording answers on the flipchart.

1. Additional information on IPC is included on pp. 25–28 in the *Outreach Worker’s Handbook*. Have the participants note that this information is available for later use.
3. Review summary points:

- Definition of IPC
 - Characteristics of good (effective) IPC
 - What we've learned from our practice
4. Link to the next session. Remind the participants that IPC is the foundation, and that in the next session they are going to learn about using the discussion cards, one of the most important tools they will use. They will also have the chance to practice the art and science of joint planning with their audiences.

USING DISCUSSION TOOLS AND FACILITATING JOINT PLANNING FOR IMPROVED PRACTICES

Session Objectives

By the end of this session, the participants will be able to:

1. Define joint planning for improved WASH practices.
2. List the steps in a successful joint planning conversation.
3. Use the discussions tools to help them and their audiences jointly plan for improved WASH practices.

SESSION AT A GLANCE: Using Discussion Tools and Joint Planning

Activity	Time	Materials
A. Introduction Trainer reviews IPC, introduces joint/mutual planning for improving WASH practices and the discussion tools.	5 minutes	- Flipchart, tape, markers - Discussion tools for WASH as posters and handouts
B. Climate Setter Trainer asks the participants to brainstorm various daily situations that involve some kind of joint planning to get people to do something differently.	5 minutes	- Flipchart, tape, markers
C. Large Group Task Participants are invited to discuss their concept of joint planning. Trainer proposes a definition, outlines the steps, and models conversation.	45 minutes	- Flipchart, tape, markers - Discussion stimulus questions on flipchart - Definition of joint planning and its steps
D. Large Group Work Participants become familiar with the discussion tools.	15 minutes	- Flipchart, tape, markers - Copies of the discussion tools
E. Practice Participants practice a conversation in front of others and process the exercise.	30 minutes	- Copies of the discussion tools - Feedback sheet for observers
F. Drawing Conclusions, Review, and Reading	10 minutes	- <i>Outreach Worker's Handbook</i> - Prepared chart of key points



110 minutes

PREPARING TO TEACH THIS SESSION: Using the Discussion Tools and Joint Planning

Before you present Module 5, Session 2:

1. Prepare enough copies of the discussion tools or use the ones in the *Collection of Resource Materials* or *Outreach Worker's Handbook* pp. 32–40. Additional examples from other countries are available in the *Collection of Resource Materials*.
2. Figure out how to maximize the chances for practicing joint planning. The session is based on a “fishbowl” concept (participants observe a joint planning conversation). If time permits, participants could practice in trios exactly like they did in the previous session using a non-WASH topic.
3. Prepare the flipchart poster with the discussion steps if participants are going to practice in groups of three.
4. Prepare one of the participants for modeling a joint planning dialogue. Do this the night before if there isn't enough time to do so before the session. Preparing a volunteer involves telling the volunteer to answer the questions as they normally would. As an alternative, the dialogue at the end of the session may be used.
5. Prepare a flipchart page with key learning points from the session.

TRAINING ACTIVITIES:

Using the Discussion Tools and Joint Planning

A. Introduction to the Session (5 minutes)

1. Welcome the participants to this session on joint planning for improved WASH practices using the discussion tools. These discussion tools should be used as examples if there are locally appropriate visual aids to use. The Mikikir cards are from Ethiopia and the other tools are from projects in different parts of Peru. Additional examples from other countries are available in the *Collection of Resource Materials*.

Discussion tools usually come in the form of counseling cards or a flipchart. There are often two types of cards or pages in these tools: (1) assessment or diagnostic cards or pages and (2) counseling/discussion/or joint planning cards or pages. The assessment cards usually contain various questions that the outreach worker can ask in order to learn about the mother's or family's current practices. They may have drawings so that the mother can point to her response. After giving positive feedback and pointing out practices that could be improved, the outreach worker moves to the appropriate counseling or joint planning cards. The worker and mother discuss possible solutions to practices that need improvement and eventually reach agreement on one or a few new practices that the mother will try. The counseling/joint planning cards facilitate this part of the dialogue. Examples of assessment tools and counseling cards can be found on p. 32-49 of the *Outreach Worker's Handbook* and in the *Collection of Resource Materials*.



Trainer Note:

If the program has developed a counseling activity (i.e., has developed general guidelines for outreach workers on whom to counsel, how often, and where) and developed job aids to facilitate the counseling activities, then all of these tasks should be discussed and practiced in the training workshop. Because program approaches and job aids will vary, this training guide does not include specific training activities to facilitate how to use them; however, it can provide general suggestions.

Training Outreach Workers to Counsel Using Counseling Cards/Flipchart

Whom to counsel, how often, where: Counseling on WASH is likely to take place during home visits, but it could also occur at a health clinic, a community event, or other times and places. During training, the participants should discuss their program's guidelines and have ample opportunity to ask questions. If outreach workers are expected to prioritize certain families for counseling (e.g., based on whether they have a latrine or their status on certain key indicators that are being tracked), then discuss and practice this process in training. Perhaps they can be asked to prepare a home-visiting plan for one or two months and then some of the participants can explain their plan and take questions and comments.

Using job aids to counsel: This training package provides various examples of counseling cards. It is highly recommended that, prior to training the outreach workers on WASH, the organization or program adapts ideas on the content, layout, and drawings to devise their own, locally appropriate set of materials. Ideally, these materials should be developed, pretested, finalized, and produced before this training. If not, the sample materials found on pp. 32–49 of the *Outreach Worker's Handbook* can be used to familiarize participants with the general concept of such job aids. Additional examples from other countries are available in the *Collection of Resource Materials*.

The training program should devote at least a half a day, but ideally a full day or longer, to teaching the outreach workers to use the counseling materials to counsel effectively. Some of the basic steps might include:

Facilitate the participants' learning of how the set of cards are (or flipchart is) **organized:** Give the outreach workers 5 or 10 minutes to explore the cards. Then ask such questions as: How many cards are there? What key practices are included? Are there different types of cards (pages) (e.g., assessment cards, counseling cards, introductory cards)?

Facilitate the participants' understanding of how to **select which cards to use** with a particular mother or family: Ask them to try to tell you how they would select which cards. After a few people have responded, note which ideas are correct and summarize how to select which cards.

Facilitate the participants' learning of **how to use the assessment cards:** Have a volunteer read one of the assessment cards and explain how to use it. Ask for opinions and additions and add any important missed points. Repeat this for the other assessment cards. Note that the assessment cards are intended to help the outreach worker asking questions to the mother (or other person being counseled) about the mother's current practices, perceptions, and resources (related to safe water, hand washing, and/or feces disposal).

Divide into groups of three, each person taking the role of outreach worker, mother, and observer. Each group should do a **role play** using one assessment card and then discuss what was done well and what could be improved. Change roles twice so each person assumes each role once. Be sure that the attributes of good IPC are posted on the wall to remind participants.

Facilitate the participants' learning of **how to use the counseling (joint problem**

solving) cards: Have a volunteer read one the counseling cards and explain how to use it. Ask for opinions and additions and add any important missed points. Repeat this for the other counseling cards. Note that the counseling cards should facilitate giving positive feedback on current practices and also pointing out practices that need improvement; jointly discussing and agreeing on one or two of the latter to address; jointly coming up with ideas on what improvements to make and how; and confirming the agreement and the follow-up visit.

Return to the same groups of three, each person taking the role of outreach worker, mother, and observer. Each group should do a **role play** using one counseling card to address one of the practices needing improvement from the earlier role plays, and then discuss what was done well and what could be improved. Change roles twice so each person assumes each role once. Be sure that the attributes of good IPC are posted on the wall to remind participants.

If feasible, the participants should actually visit one of the project communities (where previous arrangements have been made) and accompany a community member (e.g., member of the mothers' club or health committee) to visit two or three families each to go through the assessment and joint problem-solving process.



Trainer Note:

Back at the training venue, give ample opportunity for each person to describe, and for the group to discuss, their experiences.

2. Review the previous session on IPC so that everyone understands that good IPC skills are essential for their work. Explain that in the previous session they practiced a conversation and got some feedback on their IPC. During that conversation, they didn't have a specific objective for the conversation other than to get some general information from the "answerer." The topics were not related to WASH so they focused on practicing good IPC skills.

In their role as an outreach worker, however, they will have an objective for their conversations with individuals, groups, and families. So they will take the skills they just worked on and use them to have a conversation where they work/plan jointly with an audience to get them to adopt an improved WASH practice.

3. Present the session's objectives:
 - Define joint planning for improved WASH practices
 - List the steps in a successful joint planning conversation
 - Use the discussion tools in joint planning

B. Climate Setter (5 minutes)

1. Ask the participants to brainstorm some of their daily situations when they have to plan jointly with someone to get that person to do something differently. Take some of the examples and expand as time permits. For example: work with a child to plan how to get homework done; plan with a subordinate how to improve writing skills; plan with a spouse how to save money.
2. As the participants give their examples, ask the group or the individual giving the example to tell you something important that they learned about planning jointly. Write these on a flipchart and post. (For example, “I learned that when I’m planning jointly with someone it’s important to listen carefully to what the other person says.”)

C. Large Group Work: Discussion and Observed Role Play (45 minutes)

1. Now ask the participants, based on some of the examples they’ve heard, to talk about their idea of joint planning. Use some of the questions below to help stimulate the conversation:
 - What is the objective of a joint planning process/conversation?
 - What are some successful techniques we use when we’re planning jointly?
 - Are we always successful?
 - Is there a winner or loser in joint planning?
 - Are there different ways to plan jointly in different situations?



Trainer Note:

If time permits, an alternative to this large group discussion would be to have smaller group tables focus on the above questions, discuss, and report on their findings.

2. Now give the following definition of joint planning for improved WASH practices, and clarify/explain where necessary:

“Joint planning is a constructive dialogue using effective IPC skills that merges the technical knowledge (what changes in practices will be beneficial) of the outreach worker with the practical knowledge of the community member (what is feasible and acceptable) to arrive at a mutually agreed-upon plan for adopting a new, more beneficial practice. The decision on what new practices to adopt and the commitment to making the change is made by the individual, group, or family members with the guidance, encouragement, and counseling of the outreach worker.”

3. Steps in the joint planning process for improving WASH practices (post the steps where everyone can see them):
 - Greet and get permission to enter into dialogue
 - Assess the WASH situation by observing and asking questions
 - Give feedback on what the household is doing well and what areas might need improvement

- Mention one or two current practices that the person(s) might do differently
 - Ask the community member for ideas about what changes s/he could make
 - As needed, make additional suggestions and mention the positive benefits (aided by a job aid with a menu of ideas and their benefits)
 - Ask the community member questions with the objective of getting her/him to commit to trying one or two specific new (and improved) practices
 - Together explore some difficulties that s/he might face and how to overcome them
 - Ask the community member to repeat what s/he has agreed to try and the general steps s/he plans to follow to do it
 - Congratulate the community member
 - Promise to follow up with a date and time
4. Model the steps in the joint planning process for all to observe.

Ask a “volunteer” to come forward. (The person should have been prepped before this session began to play the role of a typical mother or father in the community. Use model dialogue on pp. 183–184 for preparation.)

Do the role play in a “fish bowl,” that is, by having the participants stand around you and the volunteer as you model the process. They should be prepared to take notes on what they see.

Read or ask the questions below slowly. Ask the participants for their reactions.

- How did the conversation/joint planning go?
- What did the outreach worker do?
- What were some of the reactions of the individual?
- Was the outreach worker successful?
- Did the discussion tool help?
- Were they able to go through all the steps?

D. Exploring the Discussion Tools (15 minutes)

1. Explain that now that they’ve had a chance to look at joint planning as it relates to IPC and the use of the discussion tools, they will have the chance to practice themselves.
2. Explain how the discussion tools are used and show the other tools that were not part of the demonstration/modeling role play in the “fish bowl.” If you choose to discuss the Mikikir cards, explain the use of X’s to mark the current behavior and O’s to mark the new anticipated practice.



Trainer Note:

Refer back to the joint planning sequence they just saw during the role play.

Trainer Note:

Make sure they understand each of the steps for each of the topics on the tools. Underscore the principles of using the tools.

The purpose of the discussion tools is to help the outreach worker assess current practices and then help identify new healthy practices that the individual, family, or group can implement in daily life. The ideal practice may not always be easy or possible for that audience. Therefore, it is better to have the person identify an “intermediary practice” that is possible to do right away with the resources at hand and that will still have a positive impact on health AND move him/her toward the ideal of the key practice.

This is accomplished using good joint planning linked to IPC techniques. Think of it as a “step by step” process moving up the WASH ladder for each of the three key practices.



E. Practice (30 minutes, optional)

1. Tell participants they are now going to have the chance to practice counseling. Ask them to once again move into groups of three. (Have them pick two new partners, to the extent possible.) Tell them that this exercise will be like a role play with emphasis on practicing joint planning and IPC skills using the discussion tools. (Use the same tools that the outreach workers will use in the field; or if these are not yet finalized, use the most appropriate ones from the *Outreach Worker’s Handbook*.)
2. Tell them that each person will play the role of the outreach worker, the audience, or the observer (with checklist for feedback just like in the previous session). Everyone will get the chance to play all the roles: outreach worker, audience, and observer. Give them time (about five minutes) to pick roles for the first round.

Trainer Note:

To prepare for the three role plays, everyone should take about five minutes to think about the roles s/he will play. Since everyone will be an outreach worker, everyone should have an idea of how s/he will start the conversation with their audience and what s/he would like to achieve. Post the steps of the joint planning conversation. Since everyone will be an audience, participants should figure out how they will react to the outreach workers’ first questions, how stubborn they might be, etc. Since everyone will be an observer, everyone should study the observation/feedback sheet used in the previous session.



3. Once the trios have prepared, give the signal to start. Let each conversation continue for about five to 10 minutes. Sound the signal for the end of the first round. Check to see that

everyone is on the right track. Let the observers give feedback. Start the second round, signal the time for feedback, and then start the last round with feedback.

4. After the final signal, ask each group of three to report on what happened by using process questions like:
 - How successful were the outreach workers in getting the person to agree to try a new behavior?
 - How were the various outreach workers' IPC?
 - How well did the outreach workers follow the steps in the joint planning process?
 - Ask the outreach worker how it felt to try out the joint planning process.
 - What are some of the challenges in this process of actually planning jointly for adopting a new practice?
 - What did they individually feel they did well and what will they need to practice before going into the community?



Trainer Note:

It is very important to process this exercise fully. This is a crucial skill to learn in the three-day workshop—to get the outreach workers ready for their roles as joint planners using the discussion tools.

Congratulate everyone.

F. Drawing Conclusions, Review, and Reading (10 minutes)

1. Ask the participants to think back on the session. They should record their reflections on p. 75 of the *Outreach Worker's Handbook*.
 - What did you learn about using the discussion tools?
 - What will you do to practice using the discussion tools and IPC at home?



Trainer Note:

This may also be done orally with the trainer recording answers on the flipchart.

2. Summary points:
 - Definition of joint planning
 - Steps in joint planning
 - What to remember about using the discussion tools and IPC
 - Remember that good IPC means talking and working together:
 - After greetings, ask questions to find out what the person(s) is currently doing
 - Then discuss small improvements that the person(s) feels s/he can make

- End with a plan for what the person will try to do
3. Link to the next session, which will explore some of the techniques they can use when working with their audiences.

Example of a Dialogue

(The “steps” for a good dialogue are in boxes.)

Greet and get permission to enter into a dialogue.

Outreach Worker (OW): Hello Mrs. X. It’s nice to see you again. How have you and your family been? Thank you for letting me speak with you today.

Mrs. X: No problem. I remember you said you would stop by.

Assess the situation by observing and asking questions.

OW: I notice that you have a clay pot filled with water on the floor and a cup sitting on the table next to it. Can you please show me how you serve your water? Where does the water come from? etc. (Ask more questions as appropriate.)

Give feedback on what the family is doing well regarding water storage and use and information on one or two of the most important areas that need improvement.

OW: It’s good that you are getting your water from the covered well and that it’s carried to your house in closed jerry cans. But I think there might be ways you could make your water even safer.

Mrs. X: What do you mean “safer?”

OW: I mean so it won’t give diarrhea or other illnesses to people who drink it.

Mrs. X: Oh, okay. How can I do *that*?

OW: If you store your water in an open container, it could get contaminated or dirty so it would then not be safe to drink.

Mrs. X: How could that happen?

OW: Well, since the container is not covered, dust could blow in. Also, when your kids take out water with the cup, their dirty hands might touch the water.

Ask the mother for ideas on what changes could be made.

OW: Do you have any suggestions on what you might do to keep your water clean until you or your family drinks it?

Mrs. X: I suppose I could find a banana leaf or maybe even a clean board that could cover the container. I’m not sure how to keep the kids’ hands out.

As needed, make additional suggestions and mention the positive benefits (possibly aided by a job aid).

OW: Yes, covering the water container is a great idea so your kids won’t get sick so often. Maybe you could use one of your jerry cans to store water at home? The best solution would be to buy and use a water container that has a cover and a spigot (tap) to serve the water. They cost about [amount of money] in [name of nearby town]. Can you afford that?

Mrs. X: I don’t know...I’d have to talk to my husband, but I don’t think we can afford it until we sell the ground nut crop in a few months. What should we do in the meantime?

Ask questions with the objective of getting her to commit to trying one or two specific new (and improved) practices.

- OW:** Your idea of covering the container is a good one, but this might be easiest if you use a jerry can that already has a cap. You can also try to keep your youngest child from retrieving water because he is very likely to touch the water with dirty hands. Maybe you can move the container from the floor to a table top? You get water for him, and you and the older kids can use your long handled scoop (ladle), which I see in your kitchen to serve the water. Which of these things can you do?
- Mrs. X:** Well, I think we need both jerry cans to retrieve the water, so I'd like to keep using the same water container in the house. But we can do the other things.

Together explore the steps she'll take and some difficulties the household might face and how it might overcome them.

- OW:** Can you tell me how you think you'll keep the water container covered, and how you'll keep the small children from touching the water?
- Mrs. X:** I'll talk to my husband about the cover. Maybe he can find a piece of plywood that we can clean and use, but if not, I'll use clean banana leaves and I will put the container on our table. I'll tell our toddler to ask me, or the older kids, or my mom, to get water for him. And I'll tell everyone that their hands should never touch the water and that they should use the ladle.
- OW:** That's great. And please consider buying a safe water container in a few months when you have a little cash. Will your husband support these ideas?
- Mrs. X:** I'm sure he'll support the things that I can do now, since he hates it when the kids are sick and I'm caring for them instead of working and fixing his meals. I'll have to talk to him about the money for the special container.

Ask Mrs. X to repeat what she's agreed to try.

- OW:** Okay, just to be sure that we have the same understanding, could you please repeat what new things you're going to try?
- Mrs. X:** I'm going to cover my water container with clean plywood or banana leaves and put it on the table. I'll tell the little one to let me or another person get his water, and I'll explain to everyone about touching the water and using the ladle. When we have the cash, we'll try to buy and use the special container.

Congratulate Mrs. X.

- OW:** Those are excellent ways to help make sure you have safe water and protect your family's health, Mrs. X.

Promise follow-up with a date and time.

- OW:** I'll be back in a week's time and see how it's going. I'll be here in the morning before you go to the fields.

OPPORTUNITIES/ TECHNIQUES FOR HYGIENE PROMOTION

Session Objectives

By the end of this session, the participants will be able to:

1. Describe three ways to help audiences improve WASH practices: group discussions, demonstrations, and role plays.
2. Practice one of the three ways.

SESSION AT A GLANCE: Opportunities/Techniques for Hygiene Promotion

Activity	Time	Materials
A. Introduction to Session and Climate Setter Trainer reviews IPC and discussion tools and introduces techniques for joint planning.	10 minutes	- Flipchart, tape, markers
B. Large Group Discussion The participants discuss their experiences with the three techniques.	20 minutes	- Prepared flipchart pages
C. Small Group Activity At their tables, the participants work on exploring the three techniques in more depth and plan a demonstration.	45 minutes	- Flipchart, tape, markers at tables - Prepared flipchart pages
D. Review, Reading, and Drawing Conclusions The participants review the session's themes, answer questions about the themes, and write in their <i>Outreach Worker's Handbooks</i> .	20 minutes	- Pages in the <i>Outreach Worker's Handbook</i> for drawing conclusions and exploring supplemental information about the three techniques



95 minutes (add extra time if demonstrations are done in activity C)

PREPARING TO TEACH THIS SESSION: Opportunities/Techniques for Hygiene Promotion

Before you present Module 5, Session 3:

1. Review the tips on leading group discussions, doing demonstrations, and conducting role plays so that you are familiar with these techniques. These can be found in Appendix 2, in the *Outreach Worker's Handbook* pp. 50–52, and in the *Collection of Resource Materials*.
2. Write the name of each technique (discussion, demonstration, role play) at the top of a flipchart page.
3. Prepare another set of flipchart pages for the tables: on a blank flipchart page, put the technique at the top (discussion, demonstration, or role play) and beneath the title make two columns. Label one column “the best time to use” and another column “special tips.”
4. If time permits, the participants should be divided into three groups, each assigned one of the techniques to demonstrate to the others. The only rule is that everyone in the group must participate somehow in the skit. In this way everyone is involved in the planning of the technique.

TRAINING ACTIVITIES: Opportunities/Techniques for Hygiene Promotion

- A. Introduction to the Session and Climate Setter (10 minutes)
 1. Remind the participants that in the previous session they had the chance to apply their interpersonal communication (IPC) skills by using some tools. The discussion tools are best used with individuals or small audiences, since as an outreach worker you will be helping your audiences think about adopting new practices. Ask for a few volunteers to remind their peers about some of the lessons they learned during the IPC session and the discussion tools session.

Do this quickly to get the participants warmed up.
 2. Tell the participants that during this session they are going to have the chance to explore three new techniques they can use with their audiences in the community. These techniques

will be a good way to increase their audiences' awareness about some of the prevalent WASH conditions and how to “do” WASH practices. They are: leading group discussions, doing demonstrations, and conducting role plays. Get the groups thinking about the three techniques by asking if anyone has had any experiences (positive or negative) using one or more of the three techniques in the community or during a training. Take some answers but do not belabor this.

B. Large Group Discussion (20 minutes)

1. Using the flipchart page with “leading a group discussion” at the top, ask the participants to think about how they would go about *preparing* themselves for using the technique. Repeat the exercise with the other two techniques. Supplement what the participants have offered with additions from your own experience or from having read the tip sheets on the three techniques in Appendix 2 (also in the *Collection of Resource Materials* and *Outreach Worker's Handbook* pp. 50–52). Post the flipchart pages where the participants can see them.

C. Small Group Activity (45 minutes) (more if skits are performed)

1. Arrange the participants into three groups. Assign each group one of the techniques. Pass out the prepared flipchart pages with the “best time to use” and “special tips” columns.
2. Tell the groups they have about 20 minutes to fill in the two columns with summary points and that they will then report to the large group.
3. When time has elapsed, ask each group to quickly report to the large group.
4. Once they have given their report, assign each group one of the three techniques. Tell them they have 15 minutes to prepare a skit that demonstrates the technique. (*If time allows.*)
5. Run the skits.
6. Lead a large group discussion to make sure that you hear from everyone about the techniques. Add anything of your own either during the reports or the large group discussion.

D. Reading, Review, and Drawing Conclusions (20 minutes)

1. Ask the participants to turn to pp. 50–52 in their *Outreach Worker's Handbook*. Assign a question to each table concerning each of the three techniques. The answer should be found in the supplemental materials. Have them raise their hands as soon as they've found the answers.
2. Review and summarize using the points below.
3. Have the participants open their *Outreach Worker's Handbook* to p. 76 and answer in writing (this may also be done orally):

- What do you want to make sure you remember about leading discussions, doing demonstrations, and conducting role plays?
4. Link to the next session, which focuses on what they will do when they go back to their “regular” jobs. It is called action planning.