

# MODULE 1

## Introduction to the course

### Trainer's introduction

Please do not miss out this module, or any section of it, as it is essential to the smooth running of the course. It welcomes participants and sets course objectives, and it guides the group to have realistic expectations of what they will gain from the course. A good introduction can encourage enthusiasm and openness to learning among participants. These attitudes help to make it a constructive experience for everyone.

Approximate length of module 2 hours 10 mins

### Aims

The aims of this module are to:

- introduce the trainer(s) and participants
- make a group agreement
- present the aims of the course
- introduce key learning outcomes
- discuss expectations and negotiate areas to be covered
- clarify the agreed course content.

### Key learning outcomes

By the end of this session participants will:

- have introduced themselves to other participants
- understand the group agreement for the course
- understand the aims of the course
- know the key learning outcomes they are working towards
- have discussed expectations and negotiated areas to be covered
- have an overview of the agreed content of the course.

### Trainer's preparation

#### Module plan (with suggested times)

- Introductions – **55 minutes to 1 hour 5 minutes**
- Presenting the aims of the course – **10 minutes**
- Introducing key learning outcomes – **10 minutes**
- Expectations of the course and negotiating areas to be covered – **45 minutes**
- Reflection – **10 minutes**



#### Materials you will need

Overhead/flipchart 1: Outline of Module 1

Overhead/flipchart 2: The aims of the course

Overhead/flipchart 3: Key learning outcomes from the course

## Trainer's guidance

### Introduction

Welcome the group and introduce yourself. Briefly tell the group something about your professional background and how it is relevant to the course. Do not spend more than two or three minutes on this.

One of your jobs is to put the group at ease. At this point simply say that the group has gathered to look at positive ways to plan for their children's futures and that you look forward to working with everyone so that they can get as much as possible from the course.

Next, inform the group of the following points:

- Practical arrangements including location of toilets, meal and refreshment break arrangements, and any evacuation or emergency procedures.
- Ask participants to let you know either now or at the first break if they have any special needs such as hearing or sight impairments that need to be taken into account.

### Activity 1 Getting to know each other

**Suggested time:** 30-40 minutes depending on the size of your group

Below, there are two ways you can use to help participants to get to know each other. Select the activity you prefer.

Explain to the group that the aim of this first activity is to get to know each other.

#### Option 1

1. Ask everyone in the group to divide into pairs, with someone he or she has never met before or does not know well.
2. Tell the pairs to take turns to interview their partner for three minutes. Ask them to be ready to introduce their partner to the whole group, providing the following information:
  - the name by which they want to be called during the course
  - where they come from
  - why they are on the course
  - anything interesting they would like the group to know about themselves.
3. Ask participants to volunteer to feed back. Tell them they have only two minutes each. Make a note of what participants want to be called as this might be different from the name on their name badges.
4. Thank each person after they have finished introducing their partner. Ask who would like to go next. Use eye contact to encourage and help people to take part.
5. Thank everyone again and state that you hope and expect that you will all get to know each other, to trust each other and to work well as a group.

#### Option 2

1. Tell participants you are going to ask them to introduce themselves by telling the group the name they want to be called and three interesting things about their lives. Give them three minutes to prepare, saying they will be given two minutes each to speak to the group.
2. Ask participants for feedback. Make a note of what participants want to be called as this may be different from the name on their badges.
3. Thank each person after they have finished introducing themselves. Ask who would

like to go next. Use eye contact to encourage and help people to take part.

4. Thank everyone again and state that you hope and expect that you will all get to know each other, to trust each other and to work well as a group.

After the introductions the next step is to go through the topics to be covered in this module and how the session is structured.

### **Overhead/flipchart 1: Outline of Module 1**

Please use the list in the module plan on page 13, but without the suggested times.

## **Activity 2 Making a group agreement**

**Suggested time: 20 minutes**

Explain that it is important for you as trainer to encourage people to discuss issues and share ideas safely and openly. Say that to do this the group needs to agree to a set of rules that promote an atmosphere of respect towards all members of the group. These rules will make up the group agreement. They will guide what behaviour is acceptable in the group and what is not, and help the course to run smoothly. The group agreement will be particularly valuable as you look at sensitive issues in later modules.

1. Ask participants to think of rules that should make up the group agreement. Encourage everyone to participate in the discussion. It is important to recognise that rules are most likely to be followed if they come from the group.
2. Record participants' ideas on the flipchart. You may need to ask participants to explain what they mean by some of their suggestions.
3. Look at the list of rules below. You may need to prompt the group if any of these points are left out.
4. After 10 minutes, take a further 10 minutes to guide participants to decide on the rules they want in the group agreement.
5. Ask the group to make sure they and others keep to the agreed rules. This will encourage a sense of responsibility in the group.

Keep the flipchart and write up the group agreement clearly on a new flipchart paper during a break or at the end of the day. Keep the group agreement on display throughout the course to remind participants what they have agreed. As trainer, lead by example and make sure you keep to the rules. For instance, always arrive on time, be well prepared and do not interrupt when someone is speaking.

### **Rules within the group agreement should include:**

#### **Respect each other**

Treat participants the way you would like them to treat you. Avoid judging other people's thoughts and feelings. We are all different and have different ways of looking at the world. People's contributions must be listened to and valued. If we disagree with what someone has said, we should not challenge the person, but the person's view.

#### **Be open and honest**

Say what you think, without fear of being laughed at or being judged.

#### **Be confidential**

Agree among everyone that what people say on the course is confidential. Never talk about people's personal issues or identify participants by name outside the group.

This rule must be strictly followed, otherwise participants may not speak freely. It is important everyone understands this.

### **Actively listen to each other**

Agree to listen to each other without interrupting. Only one person should speak at a time. The group should recognise that it is the trainer's responsibility to move people on when appropriate, to give other participants time to talk.

### **Be a good time-keeper**

Agree to all arrive on time at the start of the day, and after meal and refreshment breaks. The group should recognise that it is the trainer's responsibility to keep participants to allocated times for exercises and activities.

## **Presenting the aims of the course**

Allow 10 minutes for this part of the module. Explain to the group that at this stage it is important for them to have an outline of the modules that make up the course. Tell them the modules are linked and one builds on the learning of another. Say to them that later in this module they will have an opportunity to discuss whether they need all the modules, so it is important to understand what each module covers before making that decision.

### **Overhead/flipchart 2: The aims of the course are to:**

- improve understanding of child development and to explore children's needs at different stages
- explore parenting styles and promote an understanding of positive relationships between parent and child
- explore communication skills
- explore the issues around disclosing HIV and AIDS status
- help participants prepare their children for the impact of separation and loss
- help participants prepare for their children's futures
- explore how children can participate in planning their own futures
- explore aspects of new family relationships
- improve understanding of the purpose and benefits of making a memory book
- explore how to make a memory book
- improve understanding of key legal issues involved in safeguarding their children's futures
- help participants plan how to take forward what they have learned after the end of the course

Go through each point on the overhead/flipchart carefully. Be ready to answer questions about what each module contains.

## **Introducing the key learning outcomes**

Allow 10 minutes for this part of the module. Explain that you will now go through what participants can hope to learn during the course. It is important to link this back to the course content. Obviously if the group decides to leave out a module, it will have an effect on the learning they will gain from this course.

**Overhead/flipchart 3: Key learning outcomes of the course**

By the end of the course participants will have a better understanding of:

- why planning for their children's future is important (an outcome of the whole course)
- children's needs at different stages of development (Module 2)
- the importance of positive relationships between parent and child (Module 3)
- communication skills, including why and how to communicate more openly with children (Module 4)
- the importance of being open and honest with their families (Module 5)
- how to prepare their children to cope with loss and separation (Module 6)
- how to start planning for their children's future (Module 7)
- how to help their children participate in planning their own future (Module 8)
- how to prepare for changes in family relationships (Module 9)
- making a memory book (Module 10)
- where to get practical help and support (Module 10)
- how to make a legal will and appoint guardians for their children (Module 11)
- ending the course (Module 12) – this module must not be dropped

Tell the group that the modules complement each other and points covered in one may be developed in another. It is useful to remind participants of this when they are frustrated about having to finish something and move on.

At this point you could read out the following quote on memory work training, that shows how memory work affects people's lives. First, explain that NACWOLA is a women's organisation in Uganda that led the way in developing memory work.

*“Before I joined NACWOLA I used to have a lot of fears and worry a lot about the children and about my life span. Now I lead a normal life like anyone else. Now I have confidence.”* Woman living with HIV in Pallisa, Uganda

## Expectations of the course and negotiating areas to be covered

As trainer you need to guide Activity 3 (below) very carefully. It is your role to ensure that people's expectations are realistic and that, by the end of this session, participants understand what they can and cannot expect from the workshop. Participants often come to workshops with huge expectations that can never all be met. It is better to be honest about this, than to try to fit individuals' needs into a course that has not been designed for the purpose.

If appropriate, say that a follow-up workshop might cover some of the issues at a later stage and that you will provide details of sources of support, information and further opportunities at the end of the workshop. Emphasise that you will try to meet their hopes and expectations as far as possible within the planned course.

Allow five minutes for this introduction.

### Activity 3 Balancing expectations with what is possible to achieve on the course

**Suggested time: 40 minutes**

Explain that the aim of this activity is to help people think about what they want from the course and recognise what is realistic.

1. Ask participants to divide into groups of three or four and organise themselves so they can talk without hearing the other groups. This will help them to concentrate. Give each group flipchart paper and a pen.

2. Tell the groups they have 10 minutes to discuss the following questions:

- What am I here for?
- What would I like to get out of the course?

Ask them to divide the flipchart in two and give one part the heading 'Expectations' and the other part the heading 'Concerns and fears'. Ask them to list responses under these two headings.

3. Next, get one person from each group to take three minutes to share their flipchart with the whole group. Then allow a few minutes for questions and comments from other participants. As you go through, make it clear what can be covered and what is unrealistic. Say it is rarely possible to meet all expectations. Reasons why an expectation might be unrealistic include:

- there is not enough time
- the course is just not designed to look at that issue
- the issue is so specific that it would not benefit the whole group to look at it.

Allow 20 minutes for feedback and discussion.

4. As the discussion progresses it may become clear that some of the participants' wishes do not match up with what the course offers. This is the time to refer back to the list of modules and their broad learning outcomes. If participants really do not want to cover a particular module or say they already know that subject area, then you can agree with the group to drop this module from the course. But make sure that everyone, including the quiet participants, has had their say. You could compromise: say that certain named people need not attend particular modules if they believe it is covering old ground, but that the module will be run for everyone else.

You can remind participants that the content of the course has been developed building on practical experience from over 10 years. It follows a logical path through issues that parents have found give them support, and that one session builds on another.

5. Spend five minutes clarifying what has been agreed as the content of the course.

6. Thank everyone at the end of the discussion and assure them that the course will aim to provide appropriate support to their needs and wishes.

In a break, write on flipchart paper the agreed modules that will make up the content of the course. Keep this on display throughout the course where everyone can see it.

## Reflection

Tell the group that at the end of each module you will spend 10 minutes or more reflecting on it. This is a chance for people to share how they feel, to discuss what they think about the way the day has gone and any suggestions they might have about the handling of the next module.

At the end of this first introductory session you should:

- summarise what the group has covered (allow five minutes for this)
- ask for comments or questions
- thank the group for their hard work and say that you look forward to working with them on the next module