COMPLETE AND INTERACTIVE TRAINING ON FAMILY DEVELOPMENT

FAMILY DEVELOPMENT PROGRAM	
Organisation	ATIA http://www.atia-ong.org/
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Summary	After having attended to several home-based visits conducted by the Social Workers (SWs) to vulnerable families enrolled in the Family Development Program (FDP) in India, the supervisors noticed that if the processes of FDP were clearly understood by the SWs, there were often issues in basic empathy skills. Furthermore, the situations of the families could sometimes remind the SWs of their own and personal issues and make them react inappropriately, or at least without distinguishing between their own beliefs and the ones of the family. As a result, a 5-days initial training was designed and conducted in India in 2016 and in 2017 for all the new SWs and also for all the current SWs. This training with was and was very appreciated by the participants. On field we often referred back to the games played as they are remembered and understood. The interactive activities boosted their analytical skills and provoked several "aha moments" when they realized by themselves how some of their behaviors or thoughts affected them and their work with families. The activities also have triggered several emotions from excitement to sadness to surprise, and therefore make them more comfortable with emotions as a whole. This training allows the facilitators to introduce SW to complex theories and information (from this FDP training) in a participatory and hands-on approach that aims to ensure that SW have integrated these empathetic and non-directive ways of working with families. To go deeper on the theoretical aspects, see this training on Family Development Program

Target participants of this training:

- The new Social Workers, and potentially also the current Social Workers.

Objectives

- Improve self-Awareness among the Social Workers, in order for them to better distinguish their own feelings and beliefs from the ones of the families.
- Foster team-building, so that the Social Workers can rely on each other and easily share their difficulties
- Through interactive games, sensitize the Social Workers on the impact of the environment on lack of motivation among the families, in order for them to better understand the reactions of the families.

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1. Day 1: self, feelings and beliefs

1.1 Self

1 hour

- Ask the participants to group themselves by pair.
- Then, they have 5 min each to introduce themselves to their partner. They have to answer to the question "Who Am I?"
- After 10 min, ask each participant to introduce their partner to the rest of the team.
- When the participants are introducing their partners, the facilitator writes down on a board several common aspects of self that are a part of the introduction such as qualification, marital status, skills, likes and dislikes based on the similarity of the aspect.

- Then, the facilitator will briefly introduce what we call the self. According to Baumeister (199), the self is "The individual's belief about himself or herself, including the person's attributes and who and what he or she is".
- The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself.

- The facilitator can then use the words written previously on the board to encourage participants to talk about aspects that we relate to our self.
- The facilitator then help the participant classify the list of qualities written on the board to the different components of self namely physical, psychological and social. With the help of the participants, he can describe further these 3 components:
    - ► <u>Physical Description and competencies</u>: I'm tall, have brown eyes...etc. I have studied till SSC. I can ride a cycle. I can cook
    - ► <u>Social Roles</u>: We are all social beings whose behavior is shaped to some extent by the roles we play. Such roles as student, housewife, Indian national not only help others to recognize us but also help us to know what is expected of us in various situations.
    - ► <u>Psychological Traits</u>: These are a third dimension of our self-descriptions. "I'm impulsive...I'm generous...I tend to worry a lot, etc…" is made up of the feelings and thoughts that a person has deep inside them.

The facilitator can insist on the importance of psychological traits, especially if these aspects had not been mentioned earlier, for example if the participants had mostly focused on their social roles (as this happened in India). Listed on the board were the following traits: mother, SW, wife and year of graduation. For the most part, the presentations were very similar and you could not distinguish between two people. You can ask if they consider that they are all very similar or the same person. If they respond they are different, then ask them what makes them different. The response comes – personality, emotions, history, hobbies etc…

Specifically, to help participants think about the concept and the importance of self, the facilitator can ask the following questions:

- How did you feel when you had to introduce yourself to your partner?
- How did you feel when your partner introduced yourself to the rest of the team? Did this introduction represent your self?
- Why is it important to understand ourselves?
- How many times have you thought about your identity with these various aspects?
- Which aspects represent our concept of self? Ask the participants
- Which aspect will we be using in our work?

If these keys messages are not mentioned by the participants, the facilitator can insist on the following points:
- A person is not defined only by their role– knowing about and understanding your own personality, emotions, thoughts and skills is crucial to understand yourself.
- It is important to understand yourself because **you are going to make active and purposeful use of aspects of yourself to interact with families**. Understanding ourselves not only gives us greater awareness of our actions but it also helps in making interactions with others.
- Self-awareness helps **become aware of our own feelings and thoughts which is the first step of becoming an effective helper/ social worker.**

At the end of this introduction, summarize the crucial points and mention that we will now be working the psychological aspect of self.

1.2 Feelings

2 hours

- Show one of these videos to the participants : https://www.youtube.com/watch?v=MQcN5DtMT-0 or www.youtube.com/watch?v=I7YRWb2s_Fk
    - ► Ask each of them how they felt during the video
    - ► Encourage each participant to concentrate on their feelings and express it. Insist on the fact that they use specific vocabulary, not just "sad".
    - ► If they say that this is unfair, insist on the fact that they talk about their feelings.

- Ask participants the difference between feelings, thoughts and evaluation
    - ► Evaluation is act of ascertaining or fixing the value or worth of a thing or experience: several people can disagree on how they will evaluate something but if they want to work together, they generally have to agree on a common evaluation (when you have your yearly evaluation or when you want to buy something for example).
    - ► Feelings is how you feel inside when something happen. There are no "good" or "bad" feeling and people don't have to agree on their feelings to work together BUT they have to recognize and understand feelings of the other.

▪ Ask participants what other feelings they could notice while they were watching the video. You can refer various scenes in the video or run through that portion in the video : https://www.youtube.com/watch?v=MQcN5DtMT-0#t=116

- During this projection, people got very emotional and started sharing very personal and difficult stories (about feeling ashamed, about some of their childhood, …)
- Keep a lot of time for the debriefing of this movie as it is important that if the team opens up, you are available to listen to them.
- Also, make them reflect on how they would have felt if you told them during this emotional moment to "stop crying" or "stop taking tension"
- Ask them how they felt after having debriefed all this information. From their answer, emphasize the point that it is very important to let families open up and encourage them to express their feelings (positive and negative ones)

▪ Ask then each participant to say one by one the name of a different feeling (the goal of this activity is to increase the vocabulary to express feelings).
   ► Then ask participants to choose 3 to 5 words among the ones they talked about and to think for each feeling about a past experience when they experienced this feeling.
   ► Finally ask each participant if they want to share one or more of the experiences they thought of.
   ► Depending on what the participants shared, you can notice that for the same experience, people can feel very different things (or that for very different situations people can feel the same emotion), which means that we cannot know how somebody is feeling just by knowing what happened to him or her and we have to ask or to make a suggestion but we can never be sure.

▪ After this activity give the participants the sheet that has a list of feelings (if needed, you can first define each feeling with the help of the participants).
   ► Then, ask the participants to describe the incidences/consequences when they experienced these feelings. They 10 mins to fill the sheet
   ► Finally, each participant can take turn to share their experiences.

Note: this sharing activity is easier than the previous one when participants had to share experiences that they thought off since participants find it easier to first write down their experiences and then share it. Therefore, the previous "sharing activity" can be skipped if you don't have enough time.

Feeling Activity

Name: _____ Date: _____
Directions: *Write about a time when you felt these emotions in space provided.*

Afraid डरा हुआ	
Angry गुस्सा/ क्रोध	

Confident आत्मविश्वासपूर्ण/ आश्वस्त	
Confused अस्पष्ट /चकराया हुआ	
Depressed उदास	
Embarrassed शर्मिंदा	
Energetic क्रियाशील	
Excited उत्तेजित	
Happy आनंदित/ ख़ुश	
Jealous जलन	
Lonely एकाकी/ अकेला	
Proud गर्व /अभिमान	
Relaxed तनाव मुक्त/ निश्चिंत	
Sad दुःखी	
Stressed तनाव	

To summarize the discussion, the facilitator can ask the following questions:

- Is it important to understand our own feelings? Why?
- How can we understand feelings of others? Is it important? Why?

Key Messages

- We all experience feelings
- There are no problems about experiencing feelings, even anger, sadness or frustration.
- It is very important to accept our feelings: the less we are aware of our feelings, the more they act on us and make us act without thinking.
- To empathize, it is important to ask about what another person is feeling as we might not know and to encourage them to express their emotions

1.3   Self-confidence and estimating abilities

30 min

- First, ask the participants to think about their abilities and asks every participant to talk about their abilities.
- Then, ask participants how many dots they think they can do in one minute.

- ► Then give a paper and a pen to each participant and give them one minute to do as many dots as they can.
- ► Generally, they will do many more dots than forecasted.
- ▪ The facilitator can then ask the participants the following questions:
  - ► How do we estimate our abilities?
  - ► Why do we tend to overestimate/underestimate our abilities?
  - ► How does it feel when we have overestimated or underestimated our abilities?

> This activity is an icebreaker that allows participants to have fun whilst brining on the topic of how we rate ourselves and depreciate ourselves.
>
> During the previous trainings, all of the participants under estimated how many dots they were able to do.
>
> **Key messages:**
> - ▪ It is important to be aware of our emotions but also of what we are capable of doing.
> - ▪ Knowing our strengths and weaknesses help us achieve our objectives and identifies our limits, so that we can easily ask for help
> - ▪ If we lack confidence or knowledge about ourselves, we tend to underestimate what we can really do
>
> This is also a good exercise because of the context, both families and social workers we work with tend undervalue themselves, their work or their capacities.
>
> To value them, you can also make a round letting them talk about what they are proud of having done.

1.4   Values, attitudes and beliefs

3 hours

- ▪ First, explain the game to the participants: participants are asked to imagine about being on a boat that is sinking. Each passenger on the boat belongs to a particular occupation and participants have to **play the role of a passenger** with an assigned occupation. There is only one life boat and there are only 3 passengers whose lives can be saved. The group has to debate on who to take and the passengers have to identify to the role they have been given, so in theory they should try to save their life.

Profession of passengers
Doctor
Politician
Bar Dancer
Lawyer
A medical student
Professor
Priest

Sweeper
Industrialist
Bureaucrat

- ► Emphasize on the fact that there are no right or wrong choices.
- ► Encourage participants choose co passengers based on their judgements
- ► If there are more or less participants than the profession above, you can add other professions.

- After the participants have decided on the 3 participants who would be saved according to their profession, add information regarding personal attributes of the passengers and ask the participants to decide again (while still role-playing the passengers).

Profession of passengers	*Personal attributes*
Doctor	Drinks a lot of alcohol
Politician	Runs an orphanage
Bar Dancer	Provides free food to children
Lawyer	Only works for rich clients
A medical student	Has several affairs
Professor	Runs a wine shop
Priest	Has an extra marital affair
Sweeper	Donates blood regularly
Industrialist	Is homosexual
Bureaucrat	Fights for abolition of caste system

- After the 3 passengers have been chosen, you can ask the following questions:
  - ► What did you consider while saving lives of people?
  - ► What did you consider while not saving lives of people?
  - ► Did the personal attributes change your choice? If yes, why?
  - ► Why did you decide to save your own life?
  - ► Are there any participants who did not decide to save their lives?

- Then, ask participants to define beliefs, values and attitudes
  - ► Beliefs refer to conviction that something exists or is true, especially without a proof
  - ► Values is the importance a person attaches to something. Our values are often reflected in the way we live our lives.
  - ► An attitude is the way a person expresses or applies their values and beliefs and is expressed through words and behaviour. They are acquired through experiences and exert influence on subsequent behavior.

Belief	Value	Attitude
God exists	I value praying	I support people who believe in God. I don't trust people who do not believe in God

Only women can be good home makers	I value women who do household work	Women who work are not doing justice to household responsibilities
Men should not cry	I value men who are able to mask their emotions	Men who cry are weak

To summarize the discussion, the facilitator can ask the following questions:

- How can our values affect our work?
- Is it okay to have values and beliefs?
- Do everyone have the same beliefs?

Key Messages

- **We all have our set of values, beliefs and attitudes** that influence how we make sense of our experience and situations. We start developing our values and beliefs in the process of upbringing and throughout in our life experiences.
- **It is okay to have value and beliefs**. **However, we need to ensure that we do not impose them on others.**
- Most of the times we are unaware of the ways in which our values, beliefs and attitudes might influence a relationship, situation or an event. Hence **becoming aware about our personal values, beliefs and attitudes will help us to consider issues and situations from another person's point of view.**
- **It is important to understand people, why they do things and not stop at the surface. People are not good or bad although some of their actions may have more or less positive results for them or others. It is never as simple as it seems.**

Note: In all the times this training has been done, all the SW who are female thought that all the professions were « men » except for the bar dancer. It is due to the Indian context but if it occurs, it is an interesting opportunity to discuss their beliefs, values and attitude concerning gender.

1.5   Activity on feelings and needs to summarize the workshop

30 min

Note : this activity has not been done during the previous training because of lack of time but could clearly be relevant

- To summarize and conclude the meetings, ask participants to form a circle
- Put cards describing feelings at the centre and then ask participants to pick one or several card based on what they are feeling.
- Encourage them to share feelings and not thoughts or judgements
- For the cards, you can use the non-exhaustive list of words describing feeling below (these words are based on a list from the Center for Nonviolent Communication, www.cnvc.org) :

AFFECTIONATE
compassionate
friendly
loving
open hearted
sympathetic
tender
warm

ENGAGED
absorbed
alert
curious
engrossed
enchanted
entranced
fascinated
interested
intrigued
involved
spellbound
stimulated

HOPEFUL
expectant
encouraged
optimistic

CONFIDENT
empowered
open
proud
safe
secure

EXCITED
amazed
animated
ardent
aroused
astonished
dazzled
eager
energetic
enthusiastic
giddy
invigorated
lively
passionate
surprised
vibrant

GRATEFUL
appreciative
moved
thankful
touched

INSPIRED
amazed
awed
wonder

JOYFUL
amused
delighted
glad
happy
jubilant
pleased
tickled

EXHILARATED
blissful
ecstatic
elated
enthralled
exuberant
radiant
rapturous
thrilled

PEACEFUL
calm
clear headed
comfortable
centered
content
equanimous
fulfilled
mellow
quiet
relaxed
relieved
satisfied
serene
still
tranquil
trusting

REFRESHED
enlivened
rejuvenated
renewed
rested
restored
revived

- Then put cards describing needs in the middle and ask the participants to identify the need that was met/unmet based on their feeling.
- After all the participants have expressed their feelings and needs, ask the participants to express the needs that they would like to be addressed in the next workshop.
- For the cards of the needs, you can use the non-exhaustive list of words describing needs below :

CONNECTION
acceptance
affection
appreciation
belonging
cooperation
communication
closeness
community
companionship
compassion
consideration
consistency
empathy
inclusion
intimacy
love
mutuality
nurturing
respect/self-respect

CONNECTION continued
safety
security
stability
support
to know and be known
to see and be seen
to understand and
be understood
trust
warmth

**PHYSICAL WELL-
BEING**
air
food
movement/exercise
rest/sleep
sexual expression
safety
shelter
touch
water

HONESTY
authenticity
integrity
presence

PLAY
joy
humor

PEACE
beauty
communion
ease
equality
harmony
inspiration
order

AUTONOMY
choice
freedom
independence
space
spontaneity

MEANING
awareness
celebration of
life
challenge
clarity
competence
consciousness
contribution
creativity
discovery
efficacy
effectiveness
growth
hope
learning
mourning
participation
purpose
self-
expression
stimulation
to matter
understanding

> At the end of the day, ask the participants to share one thing they have learnt about themselves or about how to do their work

2. Day 2: social isolation and motivation

2.1 Easy challenges: encouragement and motivation

1 hour

- Put participants two by two
- Explain to them that you will assign them three specific task. The tasks will be assigned in a step wise manner. After they complete task 1 they be introduced task two and so on.
    - ► Task 1: Get five different leaves that have fallen on the ground
    - ► Task 2: Get 10 coins of one rupee
    - ► Task 3: Get five bus tickets. Here the facilitaor will offer help to guide the participants in completing the task.
- What was the feeling while performing the task?
- Introduce the concept of motivation

Key Messages

- Motivation is what will make somebody act and spend efforts to reach expected results of his action. It is also reinforced by the actual results of these actions
- Here the facilitator differentiates between concrete goals of actions (collecting leaves, coins, tickets) and underlying life goals (winning the game, getting the prize).
- The metaphor of catching a train can be used for better understanding: we run only if we have an important meeting, only we know why we are running
- Also ask the participants about their confidence levels
- During the third round the participants have been offered guidance in completing the task and this will be used to explain the concept of partnership. If the participants try to help each other across groups that can also be used.

2.2 Game and social isolation

30 min

- Play a simple game, like "Simon Says"
    - ► When somebody loose, everybody has to boo him or her and s/he is excluded from the game.
    - ► At the end of the game, give sweets to the winner.

- Then ask the participants the following questions:
    - ► How did it feel to be excluded?
    - ► How did it feel when the persons in the game were getting reward and those standing out were just watching?
- Participants usually respond that they felt hurt, bored, jealous, they lose interest etc…
- Then explain that this is exclusion and that we will talk about this.

2.3 Definition of socio-economic exclusion

30 min

- Ask participants what do they understand by the words social and economic. List down the points mentioned by the participants and add the ones that were not brought up.

- Then ask participants:
  - ► Which factors can lead somebody to be socially and economically excluded?
  - ► List down the characteristics expressed by the participants on the board
  - ► Then try to differentiate between social and economic aspects.
  - ► What are the characteristics of the population we are working with that makes them feel excluded?

Key Messages

- This part of the workshop is related to the context or country this is done in. For instance, in India, socio-economic exclusion results from caste, financial poverty, lack of housing, of education, issues about physical appearance (people who are dirty because of lack of water or clothes, of self-esteem etc..), distance of house to the center of the city, gender etc.
- The characteristics of these populations is that they have not been given the same chances to begin with. It is not their personality traits nor is it innate. They can change their situation given the right opportunities and support. If you had been given the same conditions, maybe you would not have done any better

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2.4 Videos that portray some aspects of social and economic exclusion

45 min

- Show videos that show examples of social and economic exclusion to the participants and ask them why people were excluded in the videos.
- These videos should be from the context of the country and used to explore a topic that is a common problem but is rarely talked about.
  - ► For example, a Lagaan (not available on Internet) is a good Indian movie to discuss caste and its' impact on how people interact with one another but also how lower caste people have integrated this notion so intimately that they themselves exclude themselves from participating in a cricket match.
  - ► Half ticket is a video that shows two children that are poor and want to buy a pizza. They finally save up to get the pizza (for the first time) but when they come in, although they have the money, the vendor doesn't listen to them or attend to their needs because they look shabby and poor. Even when poor people get over the fear and obstacles, when they reach the services they are treated badly and looked down upon.

2.5 Bowling game: inequality and motivation

1 hour

- Place a pyramid of empty plastic bottle on one side of the room (or marbles arranged in circles)
- Separate the participants in three groups:
    ► Put one very close to the pyramid and give them a big and solid ball (for instance a basketball)
    ► Put the second one farther to the pyramid and give them something lighter, like a ball made of moss
    ► Put the third one very far from the pyramid and give them something even lighter, like a ball made of paper
- Explain to each group that they could throw the ball 3 times and the group who will make the most plastic bottles to fall will be the winner.
- During the game, you will deliberately say that the team standing farthest is not trying hard enough to hit the plastic bottles and they also seemed to be lazy in carrying out the activity. Thus they were not able to make more plastic bottles to fall.
- Eventually, you can add the following variation to the game:
    ► Put put strong time restraints on the team to show the importance of pressure on families and how bad decisions are made.
    ► Ask the groups if they want to play again (the one who won would probably be more interested in playing again than the others)

- Finally, ask the following questions to the participants:
    ► What was the feeling while performing the task?
    ► What made you perform or not perform for the task?
    ► Link the answers to the concept of motivation

If these keys messages are not mentioned by the participants, the facilitator can insist on the following points:

Key Messages

- The population we work with is not lazy, they struggle with a lot of short term goals that are necessary for their survival
- Even if you try so hard but are given very few opportunities, it is emotionally draining and you can want to give up, get angry or lose interest
- This does not mean that as SW we need to pity beneficiaries but we need to be aware of their difficulties and obstacles

- *Poverty affects capacity to think about future*
    ► *Act "irrationally", making wrong decisions that are increasing their difficulties (like borrowing money with a high interest rate).*
    ► ***Families' constant struggle to cover their daily needs puts pressure on them, consumes their intellectual energy and forces them to focus on the present/short term. Also depletes their energy***.
    ► ***Prevents them from planning*** *their future in order to improve their living conditions.*
    ► *Being constantly in an "**emergency situation**" makes analyzing needs and identifying goals related to them more than difficult.*

- *Poverty affects underlying life goals*

> ► *Maybe the first group will be more motivated to play again as they have won and can therefore imagine themselves winning again – it is both playing on their confidence levels and therefore on their long term goals*
> ► *Managing irregular daily income, and therefore having to choose to give up some necessary expenses, is depressing and generates **frustration and disappointment.***
> ► ***Families may therefore be reluctant to dream again or they may dream but do not actively try to achieve their dreams for fear to be frustrated and disappointed again.***
>
> ▪ *Exclusion affects self-confidence*
> > ► *Stereotypes affecting people living in poor environment (they are seen as lazy, addicted, untrustworthy, …) can easily be internalized by marginalized families who will then consider their situation as their fate, against which they are unable to act.*
> > ► *The families will not consider themselves as instigators of their own life.*
>
> ▪ *Exclusion affects the ability to create partnership*
> > ► *Social exclusion and shame convince the family that they have no right to anything and prevent the members from accessing services theoretically available for them.*

2.6   Snake and ladder game: example of consequences of exclusion

1 hour

<u>Note</u> : *this activity doesn't work very well as people get a little bored*

- Play an adapted snake and ladder game with the participants (example below).
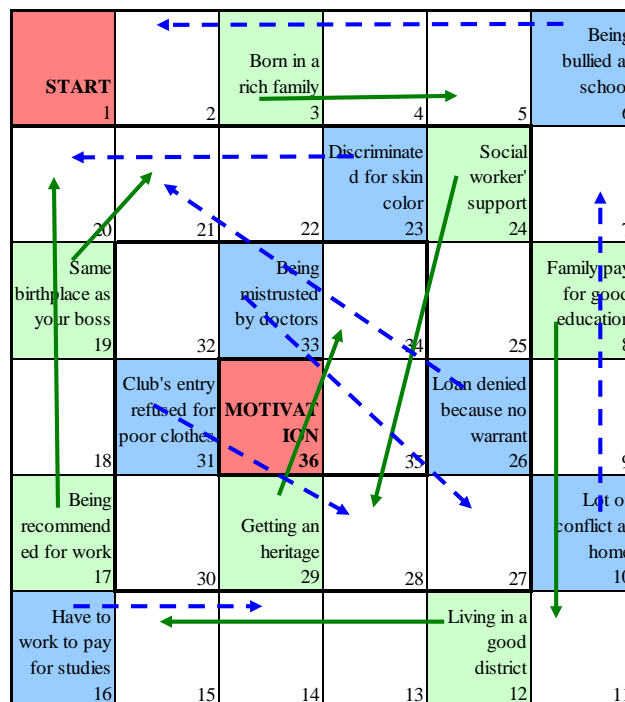
- Finally, ask the following questions to the participants:
  - ► How did you feel when you benefited from a ladder? When you went down because of a snake?

► How did feel participants who were continuously eaten by snakes?

Key Messages

- There are many types of socio-economic exclusion and it is important to be aware of those that affect us or the populations we work with.
- It is not only money that triggers exclusion, other things like gender, skin color, caste, education, physical appearance/health and access to services play a role in whether we are included or excluded from society.
- Discuss how FDP helps break this circle of socio-eco exclusion

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2.7 Conclusion

30 min

Key messages:
- The facilitator explains the components of motivation:
    - ► concrete goal: what do you have to do (collecting leaves, coins, tickets ; make plastic bottle fall, …): do you have clear concrete goal?
    - ► underlying life goals: what you get when you achieve the concrete goals (joy of being first, sweets, …): do you know why you are trying to achieve concrete goals and do you value the price?
    - ► self-confidence: do you think you can do it? You can there rely on the bowling game activity
    - ► partnership: are people around you helpful or not? You can there rely on the easy challenges activities where the facilitator helped in completing the task, on the opposite of the bowling game where he blamed the 3rd group for not trying enough.
- The metaphor of catching a train can be used for better understanding: you will run to catch the train:
    - ► If you really can to be on time
    - ► If there are not too many people on the train, if it is not too difficult

- The facilitator can explain the vicious circle of socio-economic exclusion leading to motivation and low motivation leading to socio economic exclusion.

At the end of the day, ask the participants to share one thing they have learnt about themselves or about how to do their work

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3. Day 3: decision making

3.1 Entangle (energizer)

30 min

- All the participants will make a circle holding hands.
- Then take the participants through a route which will entangle the chain, so that the whole groupe will be entangle.
- Then instruct the participants to come again into the original position without leaving hands.
- Add stress by making it shorter time for the participants

Feedback after the activity:
- When the game is finished, ask participants to comment the game. To facilitate the discussion, you can ask:
  - ► What was going in their mind while they needed to change the postures.
  - ► Did they consider different options?
  - ► How did they arrive on one option?
  - ► Ask them if they can give a definition of decision making ➡ Decision-making is the act of choosing between two or more courses of action.
  - ► What happened when you added time constraint? ➡ the chain breaks and under pressure we don't work as rationally and calmly.

Key Messages

- Decision-making is the act of choosing between two or more courses of action
- Facilitator will encourage the participants to discuss about the points they considered while making a decision to achieve the activity's goal.

3.2 Examples of ambivalence

2 hours

- All the participants will be divided into three groups. Each group will be given one character and will be asked to write about the character's state of mind or an interior monologue that this person is having. Each one shares what they have written.
- After the facilitator discusses about the model of decision making, the participants in each group discuss amongst themselves and make a list of advantages and inconveniences of being in current situation and the advantages and inconveniences of changing the situation.

- Roles that are assigned *(Take examples that SW feel strongly about or have a very strong judgment on. Depends on the context. For example, in India, it is usually thought that a man that drinks is bad ad there is no reason he shouldn't stop drinking)*
  - ► A person who is alcoholic ➡ decision : stop drinking or not

> ► A person who has tuberculosis but is not yet treated ➜ decision : start treatment or not
> ► A women who is not sending her children to the school ➜ decision : send children to school or not

Feedback after the activity:
- You can then ask each participants to present what they have written and to discuss about it. If needed, you can add the following points:
  > ► Most of the times, each side of a decision has its own advantages and inconveniences.
  > ► As a result, decision process can be represented by a balance, without opposing a bad situation against a good situation that the family should logically desire.
  > ► On one side of the balance, you have **all the advantages and inconveniences** of the current situation and on the other side of the balance, you have **all the advantages and inconveniences** of the situation if the person decides to change

3.3 Experience and ambivalence

1 hour

- Ask the participants to think about an incident in their life where they have to make a crucial and challenging decision.
- Give them 10 minutes to think and then write about their experience.
- Each participant will then share their experience and also discuss the factors they took into consideration while taking the decision.

Feedback after the activity:
- Note down the common factors that come up while the participants are discussing their experience of making a challenging decision.
- Then summarize the factors while insisting on the fact that most of the time, the decision was not easy to take as they wanted AND did not want to take it.

Additional activity:
- If you feel comfortable enough with one participant, you can ask him/her to role play a scene when you will try to question his/her decision
- Ask him/her to describe the situation before s/he takes this decision and why it is difficult to make a decision.
- Then take a side and try to convince the other that one decision is obviously the right one and that you don't even understand why the person is hesitating.
- ➜ if you push strongly enough, the other should get upset and start defending the other point of view.

- You can then ask participants if they discussed the decision with friends of family before taking it and if yes, who was the most helpful: people who listened or people who told them what to do?

Key messages about Ambivalence
- It is normal
- it is **logical reaction**
- the current situation can be the only one known by the person : she knows it is bad but maybe change could lead to a worse situation
- Ambivalence can be both an obstacle but also a leverage to encourage somebody to change
- By **accepting** this ambivalence, by **expressing** it and by **exploring** it, you can understand why somedoby wants both to change and to not change.
- Accepting the ambivalence means let somebody talk positively about his/her situation and about bad habits
- **When the person can express his/her ambivalence, it is much easier for him/her to change !**

3.4   Blind fold : trust and mistakes

45 min

- Divide the participants in three groups.
- Put obstacles in the room and ask everybody to go on side of the room.
- For each group, one person is blind folded and will have to reach the other side of the room as fast as possible (the first person who will arrive will win).
- For each group (and each blind folded participant), 2 persons will guide him/her with the voice. For each group, you can tell secretly to one of the guides that s/he has to corretly guide the blind folded person and to the other guide that s/he has to misguide the blind folded person.
- Start and watch.

Feedback after the activity:
- Ask the blind folded persons how did they feel during the activity
- Ask also the guides (the "right" one and the "wrong" one) how did they feel
- Generally, at one point, the blind folded person stop listening to the guides and try to find her way alone, while the "right" guide is frustrated because the blind folded person is not listening to him/her anymore.
- ➔ this is often the same with the families : they have several people trying to guide them, some are right, some are wrong but at one point, they stop listening and trusting advices, which can make the Social Workers feel frustrated…

3.5   Push partner palms: reactance and resistance

1 hour

- Divide the participants in two groups

- A line is drawn and half of the participants stands at one side of the line while the other half stands at the other side. Participants at one side are asked to spread their palms facing upwards.
- Ask one side of the line to push on the hand of the others and to move on.
- ➔ generally, the participants on the other side will resist after a while and stop moving backwards.
- Debrief with all the participants on what happened and why they started opposing resistance.
- Relate this activity to the one of chapter 3.2 when you try to convince one participant to take a specific challenging decision

<u>Feedback after the activity:</u>
- Ask then each group that were assigned characters previously (chapter 3.3) what would be the reaction of resistance of one character if we insist too hard that s/he has to take a decision.
- You can ask participants to role play the scene.

Key messages
- Resistance arises when the family is going against the helping relationship.
- Resistance can be seen in different forms and intensity
- **Resistance is normal**, it happens at one point in almost all helping relationship.
- It is frequent in people who have not built and consolidated their motivation, which is the case of almost all the families enrolled in Family Development Program…
- **It does not mean that the family does not want to be helped ! Or that it is not possible to help the family.**
- **It means that the relationship is not yet strong enough**
- To see more about resistance, reactance and corrective reflex, you can use the training [here](#).

> At the end of the day, ask the participants to share one thing they have learnt about themselves or about how to do their work

4. Day 4: Communication

4.1 Chinese whisper

45 min

- Participants will seat in a circle.
- One of the participants will receive a message from the facilitator and s/he has to pass on the message whispering it in to the next person's ear seating in a circle.
- The activity will end when the person the last person receives the message
- S/he then has to say it loudly.

Feedback after the activity:
- Ask the participants what they noticed during the activity (most of the time, the message at the end is very different from the message at the beginning).
- Emphasizes the idea that what you want to say is often understood differently by somebody else
- When we communicate, before sending the message the sender converts the information to a code (word, letters, expressions etc.) which is called as encoding. Then sender chooses a media which can be language, document or expressions or combination of several mediums. Then the receiver makes an attempt to understand the message and then response to it (see graph below).
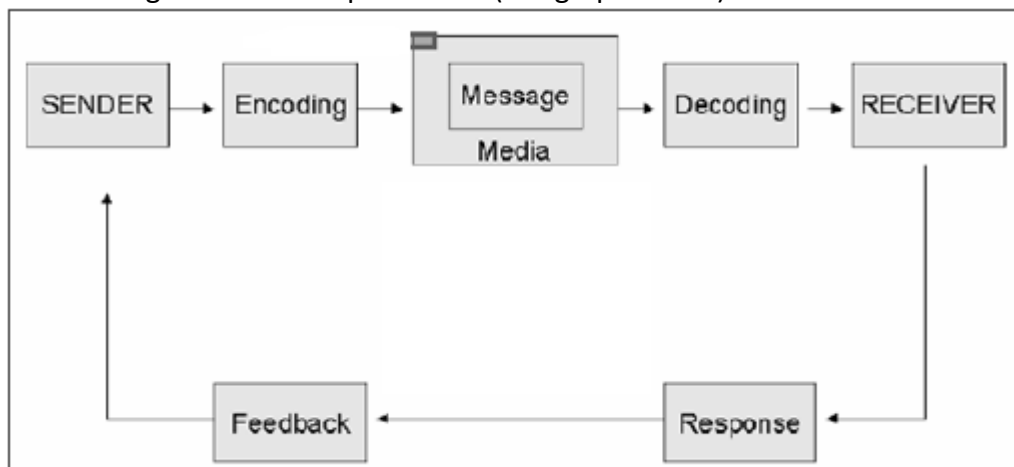
- To quote a french write, Bernard Werber : "Between what I think, what I want to say, what I believe I say, what I say, what you want to hear, what you believe to hear, what you hear, what you want to understand, what you think you understand, what you understand…They are ten possibilities that we might have some problem communicating. But let's try anyway…"

4.2 Non-verbal communication

1 hour

- The group is given a controversial topic for debate. *(Chose something that has effected them recently or that you have discussed with them)*
- Every participant will be tagged with a label on their forehead. The participant will be unaware of what is written on the label but it will instruct the other group members

about the pattern of communication that needs to be followed while interacting with every member.

- List of topic for debate (example of India):
  - ► Your views demonetization.
  - ► Should Pakistani actors work in Bollywood movies?
  - ► Is fasting appropriate?
- List of messages for labels on forehead:
  - ► Ignore me
  - ► Praise me
  - ► Ridicule me
  - ► Listen to me

<u>Feedback after the activity:</u>

- Ask each participant to guess the message stuck on their forehead based on the verbal and nonverbal communication patterns of other team members while interacting with them.
- Ask the participants to specify how they guessed the message ? What did the other participants do ?➜ focus on verbal and nonverbal communication and finer aspects such as tone and body language.
- Ask participants to list all types of non-verbal communication.
- If needed, you can add some elements of the following list:
  - ► Gestures
  - ► Facial expression
  - ► Postures
  - ► Body space and proximity
  - ► Touch
  - ► Eye contact
  - ► Sounds

4.3 Active listening

1 hour

- All the participants are asked to divide in form of two.
- One participant in each group will talk about an emotional incident in their life.
- The other participant will secretly be instructed to pay attention to the story of the incident.
- In the next round the same participant will narrate the same incident to a new partner (make participants switch group). This time the new partner will be instructed to not pay much attention to the story of the incident.
- You can do the same activity once more by asking the participants who talked before to play the part of the listeners (and then of the part of the non-listeners).

<u>Feedback after the activity:</u>

- Ask the participants who were narrating the emotional incident to describe the differences between both the partners.

► What is the difference between active and non-active listening? What were the differences in the behaviors of your partners?
► How did you feel when your partner listened actively? When he did not?
- If needed, you can add the following points:
    ► Active listening is a way of listening and responding to another person that improves mutual understanding. Active listening can be achieved through:
        - More listening and less talking ;
        - Avoid interrupting ;
        - Make eye contact ;
        - Observe body language.

4.4   Activity- Identify me

30 min
- The facilitator will invite a volunteer. The facilitator writes name of a food item and stick it on the back of the volunteer. The volunteer will show it to the other participants. Now the volunteer has to ask 10 questions to the participants to identify the item written on the back. Participants are only allowed to answer in yes or no.
- Repeat the exercise for three volunteers

During the **debriefing**, ask:

- How did the volunteers feel during the exercise?
- How did the other participants feel themselves?

If needed, complete the answers of the participants after the debriefing:

- Explain what are close-ended and open-ended questions (This is needed as our SW usually take a long time to understand):
    ► Close-ended questions will get a yes or no answer, or a limited and very specific answer (usually consisting of few words)
    ► Open-ended questions may encourage longer and more thought-out answers
- With close-ended questions, you may get specific answers but it will take you more time to understand well a situation if it is complex. Most of all, you may lead the families to neglect or hide things. Indeed, the close-ended questions can increase the pressure on the family and usually push them to answer exactly what they believe you would like to hear. This may give a dominant position to the SW, which will hamper the building of a trusting relationship between the SW and the family.
- Once you understood the situation, you can use close-ended questions to get more clarity on specific aspects (or assess the situation of the family at the beginning of the follow-up).

4.5   Difference between teacher and counsellor

45 min

- Two facilitators should play a role play in front of others participants.
- One of the facilitator tells the other that s/he wants to reach a place.
- The other facilitator, without asking whether the first facilitator needs help, will tell her/him how to reach the place. Then s/he will insist that it is better to take the taxi

to save time and because it is less dangerous. The second facilitator will finally call a taxi for the first facilitator that had said they wanted to get somewhere.

Feedback after the activity:
- Ask the participants what did they observe and how did they feel during the activity
- Ask them if they can relate this situation with other situations in the field between the SWs and the families. If needed, give examples such as whether the family has visited the hospital or using family planning method.
- You can conclude, by insisting on the fact that the first question the SW should ask are the following:
  - ► What do you want to do?
  - ► How can you do it?
  - ► Can I help you?
  - ► How can help you?

4.6 Non-verbal neutrality

45 min

Note : This activity works particularly well in India because eating and food is a very important component of their everyday lives Four volunteers are asked to participate in the activity.

- Each volunteer is given a lunch box with a the name of food item inside it (everybody will have to pretend that this is the food which is actually in the lunch box)
- Each volunteer has to offer part of his/her lunchbox to the other, by reading loudly the food item's name.
- The other volunteers have to react to this food item's name as though it were really there.

Feedback after the activity:
- Ask the volunteershow they felt when people were reacting to their offer to share food.
- Instead of reacting what communication can be used for responding?
- What is the difference between reaction and response?
  - ► A reaction is typically quick, without much thought and aggressive.
  - ► A response is thought out, calm.
- Can you relate this activity with situations in the field?
  - ► Sometimes, we can meet families whose values or actions can shock us, with whom we may completely disagree.
  - ► It is ok to have values and to be shocked by what other people can say or do but as SW, we need to stay neutral.
  - ► So we have to be aware of our feelings but to not show them too directly: when you feel emotionnaly involved, take your time to react or ask for support from another team member

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At the end of the day, ask the participants to share one thing they have learnt about themselves or about how to do their work

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