

How to card



I. Working with volunteers

Managing the sessions:

We understand that programme managers will all have different ways of doing things. It is important that all volunteers receive the same basic information and ideas from this toolkit. In order to help you to be consistent we recommend that you follow a similar outline for each topic you discuss with them. Here is our idea to help you work with volunteers through the topics in the cards:

Start with an **Icebreaker or Trust building exercise**.

In the very first session set the **Ground rules** and share **Expectations**.

Find out volunteers **Own Knowledge** on the session subject.

Conduct the learning **Activity** with them listening to their ideas.

Explore **Commitment** on how volunteers will use their learning.

Review the session before closing.

Remember, throughout the workshop or the session always write down misconceptions you hear from volunteers and make a point of addressing them later, to avoid conflict or disrupting activities.

Some useful and well-used Icebreakers are:

Games and activities that help people to get to know each other and relax are called **icebreakers**.

Names and Adjectives: Volunteers think of a word to describe how they feel that has the same letter as their name, e.g. "I am Harry and I am Happy". You can start first.

Birthday Graph: Ask people the day and month of their birth, then ask them to line up from January to December. Discuss which month or season has the largest number and what reasons there might be for this together and encourage them to talk with the 'new' faces next to them.

Match the cards: Choose a number of well known phrases (in English or local language) and split them into two halves, writing each half on separate bits of paper (the number of pieces of paper should match the participants in the group). Put the folded pieces of paper into a hat and ask each participant to take one and then try and find the other 'half' of the phrase E.g. Many hands.....make work light .



How to card

Establishing rapport and building trust with the volunteers:

A simple way to do this would be for you to ask the volunteers:

“How can you gain the trust of other people in a workshop?”

If you involve the volunteers at the start they will respect each other and work hard to understand the issues. This could be the way the **ground rules** for the workshop or each session are established. The facilitator can then ask for ways the volunteers can gain trust in the family and in the community, and write them up on a flip chart. You will need to start with your own relationship with the group. Here are some pointers:

Setting **ground rules** means agreeing which behaviours are acceptable and which are not.

- invite the volunteers to ask questions of you and what you are doing all along the workshop
- where appropriate take part in the exercises yourself, so that the exercises are 'with' rather than 'on' the group members
- use the term 'we' rather than 'you' or 'they' - such as 'we are all living with HIV' or 'we must get the trust of the people we are working with'
- do not force participants to reveal private information about themselves - participants need to feel safe and confident in this working environment to take part and learn from what they are doing
- be careful not to find fault or criticise participants - there are usually no right or wrong ways of doing things
- listen to what the participants are saying, request examples to open the discussion whenever possible
- give examples from your own experience to encourage others to talk freely

If participants are silent, do not feel uncomfortable - sometimes we need time to think about issues coming up.





2. Why Men?

Aim: For you to explore the reasons why men need to be more involved in different areas of CHBC.

Motivation: *Volunteers need to explore their own views on men's involvement in CHBC before they are able to support it in the community.*

Activity: Helping you explore your own and the volunteers' beliefs and perceptions about gender roles in HIV/AIDS - related CHBC.

Process: Using Picture coding

1. Ask the volunteers to get together in groups of 4 or 5.
2. Give the groups the pictures to look at and a few minutes to think about each.
3. Go through the pictures and ask the following questions, with enough time for discussion between each question:
 - What is happening in the picture?
 - Does this happen in real life?
 - Should men be involved in these kinds of activities?
4. List all the opinions and reasons the participants know about involving men in CHBC.
5. Summarise back the opinions the groups had, asking them to think about how the issues here will affect their work. You need to say that we want to encourage men to work as partners with women in lessening the consequences of HIV and AIDS in their communities and that the role of men is not meant to threaten the role of women.

A picture code is a drawing that shows a theme (in this case men in CHBC) about which people may have strong feelings. It is designed to raise questions and awareness.

approx. 2 hrs



Icebreaker or Trust Game of your choice **20 mins**

Own Knowledge Brainstorm **10 mins**

Organising groups and distributing picture codes **10 mins**

Looking at pictures in groups and thinking about it **20 mins**

Asking questions (5 mins per question) **45 mins**

Summing up **15 mins**

How to card



Things you may need:

Picture codes (from the toolkit resources or your own)
Flip chart paper and pens or a chalk board, duster and chalk

Resource sheet links A1 Poster; A4 individual pictures for picture coding



Using Picture codes

The important thing about using picture codes is that they raise questions. The questions raised allow people to explore situations, their own thoughts and feelings as well as consider the ideas and opinions of others.

How adults learn

Adults have a lot of experience and have learnt a lot from life. They learn most from their peers. A facilitator will do well to let volunteers share their own ideas and experience with each other.

Adults are interested and learn quickly about issues that are related to their own lives. Including volunteers in the session by exploring their own experiences and evaluating learning is important.

Adults have strong feelings of personal dignity and must be treated with respect at all times. Never laugh or put down a volunteer before others, or make a harsh judgement on a contribution they make. Setting ground rules is important by letting the volunteer decide the boundaries.

Adults have good powers of observation and reasoning, so techniques which rely on this, rather than memory, work well towards achieving, learning objectives and building confidence.



3. Gender roles in CHBC

Aim: For you and the volunteers to look at how men can be more involved in CHBC by talking about what's helpful and what's not about gender roles in the home and in the community.

Motivation: Women do most of the home-based care work in homes and need greater support. There is a need to encourage men to work as partners with women in lessening the consequences of HIV and AIDS in their communities.

Storytelling is a feature of many African cultures and in southern Africa there is a strong oral tradition. This makes story telling a familiar and powerful tool when important messages need to be conveyed and discussed.

Activity: The story of the woman volunteer.

Process: Using storytelling.

1. Explain to the volunteers that you are going to tell them a short story based on a real experience in CHBC and that afterward you would like them to discuss the story.
2. Once you have told the short story aloud, ask the group:
 - was the man doing the right thing?
 - was the volunteer doing the right thing?
3. Ask the volunteers to talk about their own experiences in groups of three.
4. Draw up a table of components of home based care and discuss who can do these tasks and how the volunteers will change their practice in homes as a result.
5. Review the ideas and contributions. The volunteers need to be able to see opportunities where men and women can complement their efforts in the home. Use this example to ask volunteers about behaviour *in other people's homes*.

Time needed: approx. 2 hours



Icebreaker or Trust Game of your choice **20 mins**

Own Knowledge Brainstorm **10 mins**

Telling the story & discussing the questions **30 mins**

Group discussions **30 mins**

Reviewing and summing up **30 mins**

How to card

Things you may need

Flip charts and pens or chalk board for drawing up lists or a table on
The story on this card or one of your own.

The story :

This story was told to a researcher in Zimbabwe by a man who was caring for a sick wife. Please narrate it to the volunteers in a style you feel they will appreciate and understand.

A woman volunteer went to visit a sick woman in the township of Mabvuku in Harare. When she arrived at the house she found the woman's husband looking after the woman. He was helping her with physically intimate activities such as bathing her and cleaning the bed sheets.

The volunteer was shocked! She was shocked that a man could do such things and promptly told the husband that this wasn't his job! She took over the duties herself pushing the husband aside.

In narrating the story the man said he felt humiliated and helpless. He did not feel he was being supported at all!



Remember! It is important that the story be told as you would tell a story to friends or children. You need to fit this into the context of the volunteers you are with. Telling the story out loud also includes people who cannot read, where handing out written copies would exclude them or make them dependant on others.



4. Overcoming challenges facing men in CHBC

Aim: For you to help male volunteers overcome the challenges they may face doing caring roles in CHBC.

Motivation: Volunteers need to be able to create their own solutions and approaches to involving men in CHBC. *Volunteers should reach their own conclusions and see reasons to involve men more for themselves if they are to generate the commitment needed to do so in their work.*



Role play involves people acting out scenes and exploring situations that may be familiar to us but we do not often think about. It helps us begin to see how it feels to be someone else and help us to understand why people behave as they do.

Activity: Finding our own solutions

Process: Using role-play

1. Having brainstormed the challenges facing men in CHBC, the issues of trust and confidentiality need to be reintroduced for this activity.
2. Role play scenarios are then invited, made up or provided by you (see other side of this card for some suggestions and guidance) and confident volunteers chosen to play the parts.
3. Ask the actors to share their feelings about the scene.
4. Ask the people watching what they thought about the way the actors related to each other.
5. Ask the group why they think it happened this way.
6. Ask the group for advice to improve the role play and use this as guides to transfer the learning into their own practice and understanding.
7. Review the contributions on how men could overcome resistance from family members. Ensure volunteers understand that men should not push the caring roles but seek opportunities to advise the family in other ways.

Time needed: approx. 2 hrs



Icebreaker or Trust Game of your choice **20 mins**

Own Knowledge Brainstorm **10 mins**

Introducing the activity **10 mins**

Role-play activities and discussions **1 hour**

Reviewing contributions and ideas **20 mins**

How to card



Things you may need

- Flip chart and pens OR chalk board and chalk
- Enough space for role play actors
- Some role play scenarios (see this card)

Notes:

Possible role play scenario:

This role play uses the story told in the gender roles activity. You could also ask the volunteers to suggest their own situations, possibly from the discussion they had when they shared their own experiences from CHBC in that same session. Make sure they are appropriate.

Role Play I



Woman volunteer

This is not man's work!!!!!!!

But she is **my** wife and **I** want to care for her!!!!???

Haven't you got a daughter?



Husband of sick woman

This is my home. I need your help but I don't want you to take over.

Ask the volunteers to do it differently for a better outcome. Think about the reactions of the woman volunteer and get thoughts from the group.



5. Stigma and discrimination in CHBC

Aim: For volunteers to learn to talk openly about AIDS so they can help families talk openly about and accept AIDS in the home.

Motivation: Men are able to influence each other. Convincing men of the benefits of not treating people with HIV and AIDS as shameful can encourage people to talk about the disease and cause other men in the community to do the same for themselves and their families.



Activity: Leading by example

Process: Using structured group learning.

1. Ask volunteers to recall their personal stories from the session on gender roles in CHBC. Review this with them.
2. Organise the volunteers into groups of three and ask them to discuss the following:
 - When the volunteers go into the home, what do they call the reason the person is dying?
 - What does the family call the reason?
 - How can male volunteers encourage families to talk about and accept AIDS in the home?
3. Review the contributions from the groups together and list them.
4. Ask the groups of three to make groups of six. Ask the bigger groups to rehearse how to get families talking about AIDS with the volunteers and with each other. You will need to guide the groups, helping them out and encouraging them to recap on male roles in families and communities. The groups can try out a little informal role-play amongst themselves to test ideas and make points.
5. Summarise ideas and suggestions from the smaller groups for the whole group.

Time needed: approx. 2 hours

Icebreaker or Trust Game of your choice **20 mins**

Own Knowledge Brainstorm **10 mins**

Reviewing the gender roles session **10 mins**

Group working threes **20 mins**

Group discussions in sixes **45 mins**

Reviewing and make links with practice **15mins**



How to card



Things you may need

Flip charts and pens or chalk board for drawing up
Sufficient space for groups to work

You need to understand and use the following skills to make your efforts with volunteers work well. Volunteers will find it useful to know these too when working with families.

Active listening

To be a good listener you should always try to:

- ✓ give the other person your whole-hearted attention
- ✓ paraphrase (or repeat in your own words) what the other says regularly throughout the discussion
- ✓ if in doubt, ask or check your understanding (“can you say a bit more about...?”)
- ✓ acknowledge feelings ('No wonder you feel so.....')
- ✓ encourage (use open ended questions; silence is OK)
- ✓ do not react in other ways (avoid correcting 'misconceptions', offering advice or solutions, saying it will all work out, etc).

Negotiating

To be better at representing issues and the needs of clients, a good negotiator should:

Remember to always:

separate people from the problem
focus on what the other person needs and not what you want to happen
create options for mutual gain, there is always more than one way to do things
“explain your yourself and your feelings”

Try not to:

defend yourself or attack the other
use too many reasons - stick to one strong reason throughout
immediately suggest an alternative - give time to think and create

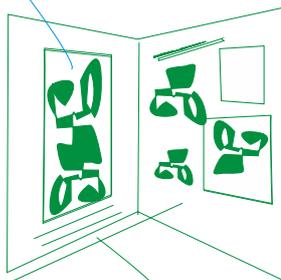
6. Practical support for families preparing for the future

Aim: For you to demonstrate how male volunteers can be engaged in planning for the future with families in the community.

Motivation: To reinforce that men have a special contribution to make in CHBC . It may be some time before men feel able to get involved in roles traditionally held by women in CHBC. Planning for the future is an area where men, because of their influence in communities, families and households, can help make living with HIV and AIDS better.

Planning group learning can be used for a wide range of topics and tasks. Here it is used for problem solving and raising issues and ideas. Volunteers go from working individually, in twos, then fours, then six, and then as a whole group.

This is a photo of my mother and father when I had my 2nd birthday



This is a copy from my mother and father

A poem my mother's friend wrote for her

Activity: Planning for the future

Process: Planned group learning

1. Ask the volunteers to write down individually some of the reasons they think people/families do not plan for the future when a member of the family is dying of AIDS.(5mins)
2. Divide the volunteers into pairs and ask them to share their lists and discuss.(10 mins)
3. Present the volunteers with the question
 - 'How can male volunteers help families overcome their fears and prepare for the future?' and ask them to work in groups of 4 (two pairs working together) to share and begin to compare their responses/answers. (20mins)
4. Ask each group to share their responses to the full group and list them for discussion. (25 mins)
5. Present the group with some of the resources for planning for the future and get them to work in groups of six to discuss the steps and documents families may wish to consider and that they as volunteers need to know about and share with families. Work with groups to ensure they have information they need to answer questions.
6. Discuss what will the problems be in introducing these tools? What are the difficulties in using them?

How to card

Time needed: approx. 2 hours



Icebreaker or Trust Game of your choice **20 mins**
 Snowballing exercise **45 mins**
 Group discussions in sixes **40 mins**
 Feedback from volunteers on practicality of tools **15mins**



Things you may need:

Flip chart and pens or chalk board and chalk.
 Enough copies of templates and documents for group work (sharing.)



Resource Sheets: Toolkit resources on wills, birth certificates, trust funds for kids, memory books etc



Tips for group working:

Gallery sessions: Share out the different resources amongst groups to make sure all the different ideas are covered. Groups can list the difficulties and the benefits of the resources and this can be displayed for all to see.

Divide up tasks: In groups suggest that each group member has a different area to look at. This way you cover resources faster.



7. Social networks for men

Aim: For you to encourage volunteers to think about using existing male social networks at community level to support CHBC.

Motivation: Men volunteers may be able to see the importance of their contribution in the home and the community but need support from the community and advice from other men as well. Building support for men volunteers from other men and in the community makes it more likely to happen.

The value in **using diagrams** to convey information is that the brain responds better to well structured diagrams than lines of text. The 'big' problem is put in the middle of the diagram and the various possible means to resolve it are put around it.

Activity: Home, workplace and community links for men

Process: Rich picture/Mind maps (Diagramming)

1. Put the volunteers into two or three smaller groups.
2. Pose a central problem to the volunteers such as
 - ▶ “Where can male volunteers turn to for support and advice in communities?” and give the groups time to discuss.
3. Ask each of the groups to list all the ways and places that men meet in the community.
4. Put these networks onto a chart, split the different male networks between the groups and ask them to think of ways these networks can work towards helping CHBC programmes.
5. Using the feedback from the groups draw up the mind-map with the volunteers.
6. Review the mapping exercise with the volunteers. Ask volunteers to give practical examples of what they will do to use some of the ideas from the mind map exercise.



How to card

Time needed: 2 hours



Icebreaker or Trust Game of your choice **20 mins**
 Explain diagramming **5 mins**
 Group work **35 mins**
 Drawing mind map **30 mins**
 Review **30 mins**



Things you may need:

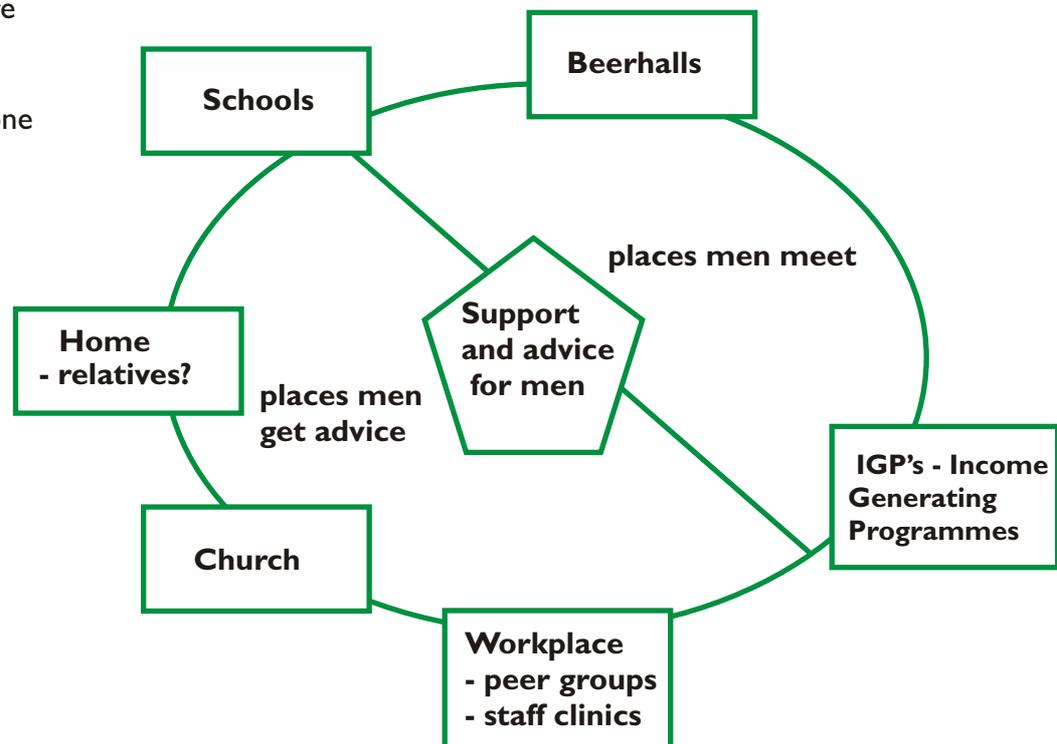
Flip chart or chalk board to draw map
 Paper and pens for group work

An example of a diagram you can use:

you can -
 suggest the places men can meet
 or should meet?

Ask which places are
 less suitable?

Ask what can be done
 at the different
 places men meet?



Remember you may have to draw an outline before the session starts and ask volunteers to fill in using words, pictures or other objects that can represent the places men meet. It is up to you to adapt this to suit the volunteer group you are with.



8. Prevention, rights and responsibilities

Aim: For you to help volunteers to see that they are able to link prevention of HIV and AIDS to the care of the sick at home.

Motivation: Only when people accept HIV in their family can they take action to protect themselves. When volunteers accept HIV and AIDS, they can take a more positive stance and help families.

Activity: Finding links between prevention and care

The three ground rules for **any brainstorm session** that you can share with the volunteers are:

1. Anything said is okay
2. No disapproval of what people say
3. Comments should add on to each other's ideas

Process: Discussion groups

1. With the volunteer group explore how HIV can be prevented in a brainstorm session.
2. Then ask the volunteers to link these preventative measures with CHBC in groups of three.
3. List feedback from the groups and ask the whole group brainstorm men's roles in CHBC and say what they are. List these.
4. Again in groups of three ask the volunteers, in reference to the roles discussed, "what can men volunteers do about prevention in their work?"
5. Be sure to raise the points in the Information Manual if the volunteers do not mention them.



Things you may need:

Flip chart or chalk board to make lists
The information manual

Time needed: 1 hr

Brainstorm **1-5 mins**

Group work **15 mins**

Brainstorm **2-5 mins**

Group work **15 mins**

Discussion **20 mins**

How to card

How prevention links to community home based care.

Hygiene



Couples and counselling



Preparing for the future



Mentoring and role modelling



Getting everyone involved

