

OVERVIEW



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D.O. Z- 28015/37/2020- TB
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Dear STOs,

As you are aware that Karnataka Health Promotion Trust (KHPT) has been working in collaboration with NTEP as one of the key stakeholders in implementing community engagement activities.

This is to inform you that KHPT has prepared a toolkit which encompasses guidance on Community Structure Engagement and Patient Support Group.

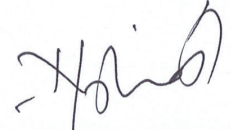
This toolkit was implemented successfully in the states of Karnataka, Telangana, and Andhra Pradesh. The toolkit details the strategies involved in implementing these innovations and training modules to aid the process.

I am glad to share the toolkit with you all to substantiate your efforts in implementing community engagement activities. We encourage you to make necessary changes as per the local context and applicability.

Please contact us if you need any assistance.

Warm regards

Yours sincerely,


(Dr Nishant Kumar)

Encl: A/a

To

State TB Officer, (All States/ UTs)

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OVER VIEW

The community engagement toolkit developed under the Tuberculosis Health Action Learning Initiative (THALI) features the strategies, training methodologies and field stories from three community centred innovations - Community Structure Engagement, Patient Support Groups and TB Champions. These models have been implemented and tested in the south Indian states of Karnataka, Telangana and Andhra Pradesh by THALI program staff and a cadre of outreach workers in urban and big city contexts with a high burden of TB. The booklets in the toolkit have been designed to be an easy-to-use resource for organisations and individuals wishing to build a strong network of stakeholders – including TB patients and caregivers, health facility staff and community organisations – to build increased ownership and sustained response towards TB control at a local level.



Structure	Content	Brief Description
<p>Booklet 1 Community Structure Engagement</p>	<p>Strategy Note The strategy provides a detailed description of the intervention, including the rationale, the theory of change envisioned by THALI, the stakeholders involved, and the process of engagement. The note also sets out the learnings and the impact of the intervention in THALI project geographies.</p> <p>Training Module The training modules have been designed to help facilitators to build capacities of patients and community members under each intervention through a set of structured, participatory and interactive sessions.</p>	<p>This booklet details an approach involving engagement with community structures that either reach or represent vulnerable populations in different geographies. It leverages the capacities of these grassroots structures to promote TB awareness and TB testing, mitigate TB stigma and offer linkages to post-diagnosis support including nutrition for TB patients in their local areas. It builds their perspectives, provided tools and motivates their leaders to integrate TB into their existing community welfare mandate and grow to be accountable and active community level organisations that work for people’s health rights.</p>
<p>Booklet 2 Patient Support Groups</p>	<p>Stories from the field Stories from the field reflect the successes of each intervention through the experiences of a diverse set of stakeholders, and the qualitative impact that they have had in the communities of THALI’s intervention geographies.</p>	<p>This booklet explains the concept of Patient Support Groups, an approach designed to make public health facilities patient friendly, while simultaneously providing patients a safe space to interact with healthcare providers outside the consultation room and to benefit from the experiences of other TB patients. Patient Support Groups (PSGs) served as a monthly platform for patient-provider engagement and experiential learning conducted at health facilities. They are intended to provide the correct information to TB patients and caregivers in a less clinical setting and to create a positive atmosphere for the discussion of sensitive issues such as stigma, disclosure and family troubles with other patients.</p>
<p>Booklet 3 TB Champions</p>		<p>This booklet explains the rationale and process of enabling a cadre of TB Champions based on the belief that patients have the responsibility of contributing to community health and showing solidarity by passing on the expertise gained during their treatment to other TB patients in the community. This process can encourage positive behaviour among TB patients undergoing treatment, as well as their caregivers, and help reduce feelings of mental stress and isolation, improving treatment adherence.</p>

SETTING THE STAGE

NOTES FOR THE FACILITATOR

Before the training

- Prior preparation is essential for effective facilitation. Give yourself sufficient time for this preparation.
- Gather as much relevant information as possible by interacting with co-trainers, program staff, and if possible, the persons participating in the training. This rapport building will prove very useful during the program.
- Be prepared for different skill levels of participants. Enlist the help of more proficient or literate participants to help those who are slower or who cannot write.
- Participate in the training programs conducted by other trainers and observe ways for skill improvement. This will also help you hone your time-management skills
- Prior to the training make an observational visit to the venue to know more about the available facilities. If you find something lacking you can bring it to the notice of the organizers or bring it yourself.
- If you need any aides or assistants, make prior arrangements for their presence and also ensure task allocation well in advance.
- Be aware that you will be the focus of attention during the training and be aware of your gestures and general conduct. Practice once in front of a full length mirror, if possible
- As a facilitator, you should be free from all prejudices or bias relating to people, ideas or issues.
- Develop the ability and skill to manage dissenting opinions, impediments and overcome confusion and chaos which may crop up during the course of a training program.
- During the training period, it is very important to get sufficient rest and sleep. Do not let any problems or worries affect your peace of mind. Keep away from other work pressures and mentally fortify yourself to focus on the scheduled program. Begin the session with confidence and self-belief. Have a good meal and carry a bottle of water.

At the beginning of the training

Starting the training program on a relaxed and positive note is an important first step. Many of the participants will have little or no previous experience of having attended any training program or workshop. Therefore it is only natural that they might be anxious or unsettled.

They should be given time to refresh themselves physically and to prepare themselves mentally. The facilitators should strive to create a warm, cordial and relaxed environment so that the participants can feel at ease with their surroundings and with each other. This is just as important as the actual training that will follow. The following activities could serve as an ice-breaking session to let participants get to know each other. The facilitator may either use these or any other.

Suggested Activity 1

Starting the training program on a relaxed and positive note is an important first step. Many of the participants will have little or no previous experience of having attended any training program or workshop. Therefore it is only natural that they might be anxious or unsettled.

They should be given time to refresh themselves physically and to prepare themselves mentally. The facilitators should strive to create a warm, cordial and relaxed environment so that the participants can feel at ease with their surroundings and with each other. This is just as important as the actual training that will follow. The following activities could serve as an ice-breaking session to let participants get to know each other. The facilitator may either use these or any other.

Suggested Activity 2

Each participant should be given a white postcard-sized piece of paper or card and a sketch pen or a ball pen. Tell each participant to imagine that the card is a mirror. Ask them to draw an image of their face and hair on the card making it as life-like as possible, with any distinguishing and individual features highlighted. Tell the participants that these cards will be collected and shuffled and then re-distributed to the group. The person getting the card should be able to recognize the picture and then find the depicted person in the group. Make sure that the cards are distributed so that pairs are formed. Once the two persons have found each other using the portrait cards, give them 15 minutes to introduce themselves and get to know each other by asking and telling about their home town, profession, family, or friends. Have each pair introduce themselves to the larger group and tell how they managed to recognize that person from the drawing.

In order to make the best of this time together during the training program, everyone should agree on some ground rules, or ways of preventing any group tensions or conflicts during the workshop. The facilitator should suggest certain topics which they may like to include such as: punctuality, respect for other people's views, politeness, being non-judgmental, giving everybody a chance to air their views, not using mobile phones, or making sure everyone participates and no one dominates activities.

At the end of the training

The facilitators must ask for feedback on the training methods, content and activities. They must ensure that allow the participants voice their frank opinions, without giving justifications or responding defensively to their feedback. One suggestion is to have a brainstorming session at the end of the module to gather insights from the participants regarding learning, the value of each session and how it changed their attitudes.

Feedback is also important to collect suggestions for future training sessions. The facilitators' skills can be reviewed from input by the participants and by each of the facilitators sharing notes and experiences between themselves.

Documentation of the feedback also allows program staff to modify the sessions on the basis of what has worked and remove sessions which may have not. If the training is to be scaled-up, these learning would be invaluable guidelines as different organisations work in specific contexts. Three aspects can be looked at: What went well, What did not connect, What could be done better.

USING energizers

Energizers can be used to change the tempo of the day, keep people alert, help all participants mix with each other and make friends, revive interest levels and to help keep participants in a relaxed frame of mind. A list of energizers is included in the appendix to the toolkit. The facilitator may use energizers based on the context and the participant profile at intervals through the course of the day.

The facilitator should always ask everyone to participate, but stop the game or activity when the mood is still jovial, and make sure there is no feeling of having lost or won among the participants. Usage of energizers to be appropriate with session duration. Please avoid using long energizers if the session is short.

S.no	Energizer/ Game	When to be used	Materials required	Number of participants	Time required
1	Rhythmic Claps	This can be used to induce laughter among the participants and lighten the atmosphere	None	Entire group	5 minutes
2	Dancing Index Finger	This can be used to make the participants alert and think up ideas and names	None	30-35	10 minutes
3	Who is Your Favourite?	This can be used to break the monotony and helps the quieter participants to come out	None	30-35	10 minutes
4	Rani's Choice	This can be used in between post lunch sessions to energize the group	None	30-35	15 minutes
5	Idli-vada-chutney-sambar	This is most appropriate as an introductory game to help participants get comfortable. This can be used to mix the group and to break the monotony between sessions, or soon after lunch to enthuse the group. It also helps in the formation of small groups	None	30-35	10 minutes
6	Imitation Game	This can be used to form small groups, or to mix the larger group and also to break the monotony	None	30-25	10 minutes
7	Game of Rules	This can be used to mix the group and to break the monotony between sessions, or soon after lunch to enthuse the group	None	30-35	15 minutes
8	Gandhi Thatha Game	This can be used to induce laughter among the participants and lighten the atmosphere	None	30-35	5 minutes
9	Basket on My Head	This can be used to make the participants alert and think up ideas and names	None	30-35	5 minutes

10	Follow the Leader	This can be used to break the monotony and helps the quieter participants to come out	None	30-35	5 minutes
11	In the River, On the Bank	This can be used in between post lunch sessions to energize the group	None	30-35	5 minutes
12	Number Acting	This can be used in between post lunch sessions to energize the group	None	30-35	5 minutes
13	Catch the Color	This can be used to help the participants to get familiar the surroundings	None	30-35	5 minutes
14	Chicken and Chimp	This can be used to get the participants physically active and to break the monotony between sessions	None	30-35	10 minutes
15	Blind Mice	This can be used in between post lunch sessions to energize the group and break the monotony	None	30-35	5 minutes
16	Chain Running	This can be used in between post lunch sessions to energize the group and break the monotony	None	30-25	5 minutes
17	Dance to the Beat	This can be used to help the participants open up and break the ice	None	30-35	5 minutes
18	What-ho, How-much?	This can be used to form small groups, or to mix the larger group and also to break the monotony	None	30-35	5 minutes
19	Chitty Chitty Bang Bang	This can be used to make the participants alert and break the monotony	None	30-35	5 minutes

Rhythmic Claps

As a relaxation exercise, this can be used to prepare the participants for the sessions, or it can be used for calling the participants attention after a break, or to bring silence whenever the proceedings become too noisy. Begin clapping after saying, “OK one, two, three clap”. The group will begin by clapping their hands twice followed by three continuous claps and repeat the latter three times. Conclude with two short claps: (Ex: Tuk tuk- tuk tuk tuk; Tuk tuk- tuk tuk tuk; Tuk tuk- tuk tuk tuk; Tuk tuk!)

Dancing Index Finger

Ask participants to stand in a circle. The facilitator will tell the group to do as she does and say what she says. She will then lift up the right hand and draw attention to the index finger by folding the remaining fingers. Now twist and turn the index finger and tell the group that the finger is dancing. The entire group will follow suit to the accompaniment of the thakadimi-thakajanu tune and others will provide the chorus.

Next she will unfold the thumb and tell the group that the thumb is also dancing with the index fingers. This should be imitated by the group, again accompanied by singing of the thakadimi-thakajanu tune. Follow on with the left hand, first with the index finger and then the thumb joining in. After the group follows suit, the thumbs and index fingers of both hands should be dancing. Gradually let the body dance to the rhythm of the thakadimi-thakajanu tune.

Who is Your Favorite?

The participants will stand in a circle and each of them will draw a smaller circle around themselves. One participant must volunteer to stand in the middle of the large circle while the facilitator takes her place in the outer circle. The facilitator must now ask the participant in the middle the question, “Who is your favourite?” The participant must choose her favourite by indicating something worn by other participants. For example, she can say, “Those wearing watches are my favourite.”, and all those participants wearing watches must change their place and go into someone else’s place. Other favourites could include red saris and glass bangles. Each time, one participant will be left without a vacant spot and will assume the role of the facilitator in the middle to continue the game. Encourage participants to be quick in thinking and responding. If chairs are available they may be used for participants to play the game while seated instead of standing.

Rani’s Choice

Invite one of the participants to come forward and declare her for the role of the Rani or Queen. The facilitator will act as the Minister to the Rani. Draw a fairly large circle around the Rani and say that nobody is allowed to come inside that circle. The remaining participants will form 4 groups. They have to please the Rani by bringing simple objects desired by her and hand it over to the Minister. Each time the Rani desires something, the group bringing the desired object at the earliest will get a point. After playing the game for a while, analyze why a certain group got more marks while others got less. Explain the need for creativity combined with intelligence. Note: Before starting the game, the facilitator can brief the participant playing the Queen to start the game asking for simple things inside the room or hall. For example, one pink chart paper, four black hair clips, a pair of brown slippers and so on. Some of the commonly desired objects may be brought from outside the hall as well.

Idli-vada-chutney-sambar

Divide the participants into four groups and name the groups as Idli, vada, chutney and sambar, which are all types of south-Indian food. Ask the members of each group to hold hands and then form a circle. Now the facilitator narrates a story in which the names idli, vada, chutney and sambar are repeated randomly. Each time this happens, the particular group while continuing to hold hands, should also sit down and immediately get up. This should be repeated every time the name of the group figures in the narration of the story. This exercise is continued till the ice is broken and everyone is smiling. Note: This doesn't have to be a full fledged story but can also be a spur of the moment spiel. For example, "My wife, children and I went to a hotel and asked the waiter for the menu. He told us that they had idli, vada, chutney and sambar. My wife ordered idli, vada, chutney and sambar. My son ordered for two idlis, one vada and chutney, and my daughter ordered three vadas, but refused the idlis and asked only for the sambar, but not the chutney, while I ordered two idlis and chutney."

Imitation Game

The participants will form a circle and the facilitator will count off each participant from 1 – 6 giving each a name of an animal or a bird. Tell all the participants to start moving around the room and to imitate the cries and movements of the animals or birds they have been named after. For example, if it is fish, the participants must imitate swimming; in case of frogs, the participants will jump and so on. Now the participants will be asked find a partner belonging to the same group of animals or birds. For example, the facilitator will announce that all frogs must form themselves into pairs and participants with that name will jump like frogs towards other frogs and become pairs. Similarly the facilitator can ask different kinds of birds to form pairs and so on. Ensure that participants imitate the appropriate cries and movements throughout the period of exercise till pairs and subsequent groups are formed.

Follow the Leader

Select a leader from among the participants. She will start the game with an action or sound or both. Ask the remaining participants to imitate their leader. When the facilitator calls out "change", someone from the group will assume leadership and continue the game. Actions commonly include: dance steps, hunting gestures, or applying makeup. Stop the game after a couple of rounds. Encourage those who come forward when the change is announced. Continue the game until a sufficient number of participants get a chance to play the leader.

Basket on My Head

All the participants must stand in circle. The facilitator should carry a basket on her head like a vegetable vendor and approach one of the participants and loudly announce her list of vegetables. The participant must instantly respond by naming the vegetables. If a participant fumbles while telling the names she has to carry the basket and continue the game. Now, she must go to another participant and announce that she is selling fruits and that participant will have to instantly come up with the right answers.

Game of Rules

Form two groups with equal number of members. Call two people from each group and ask them to stand on the spots already decided by the facilitator. Draw two lines a short distance away from the two spots and ask all other members of each group to stand behind these lines. Now ask the members on the two spots to stand facing each other and to then hold each other's hands and lift them up to form an arc wide enough to allow the other participants to run through it.

When the facilitator announces "start", one participant from each group must run through the arc. Each participant in the group must complete their run, running back to their group to give a pass to the next member, who in turn must follow the same procedure. Continue till the last participant has completed the run. All participants are required to follow the following rules in this game:

1. They must run the course in front of their respective groups.
2. They should not touch anyone while running.
3. They must give a pass to the next group member in line.
4. All participants must stand behind their marked starting line.

Gandhi Thatha Game

The group is asked to form a standing circle and the facilitator should join the circle. It would be interesting if the facilitator could share a few thoughts on Mahatma Gandhi before starting the game. The rules are that the group must follow the cue provided by the facilitator. For example:

"Gandhi thatha asks all of us to sit down."

"Gandhi thatha asks all of us to remain standing."

"Gandhi thatha asks all of us to do a slow jog."

In the River, On the Bank

The participants will stand in two parallel lines, facing each other. Explain that all are standing on the riverbank and one step forward is the river. Participants will have to respond instantly to commands of "River" and "Bank". Start the game slowly and then increase speed as you vary the commands. Those who take a false step in response to the command will be out of the game.

Chain Running

Let all the participants stand apart and ask one to volunteer to start the game by running and touching another member. Now the other members must avoid being touched. Those who have been touched will hold hands and try to touch others. The chain will keep getting longer until the last person has been touched. Once a complete chain of the participants is formed, get them to sing a song while holding hands and moving around in a circle.

Number Acting

Start the game by asking participants to speak aloud the numbers from 1 to 10. Next, the numbers will be written in the air by moving fingers, followed by arms, heads, and then the entire body, while both hands are placed on their waists!

Catch the Color

The participants have to stand in a circle. The facilitator must loudly announce different colors one at a time. For each color, the participants must rush towards their immediate surroundings and get something matching that color. Those who fail to bring anything will be out of the game.

Chicken and Chimp

Divide the participants into two groups called Chicken and Chimp. Members of the two groups should form two parallel lines, standing about 5 feet apart. When the facilitator calls out “Chimp”, the members from that group must run after the Chicken and catch them while they try to evade being caught. To make the game more interesting, the facilitator must keep suspense alive by starting with Chi.Chi.Chi...before saying either Chicken or Chimp! This not only creates confusion, but also makes participants more alert as they eagerly wait their turn either to catch or to run.

Blind Mice

Ask all the participants to close their eyes and slowly walk around like blind mice. They should not bang into each other. The facilitator must then ask the group to speed up their walking and finally ask them to run. Note: While playing this game, ensure that there are no obstacles on which participants can fall or hurt themselves.

Dance to the Beat

Ask the participants if they would like to sing a song. Tell them that you will first start singing these words very softly: daguchuku daguchuku daguchuku daguna dam dam dara dara dara dara dara. Then ask the participants to raise their voice while singing these words. Then repeat the tune while holding their hands to be followed by head shakes. The activity should end with each member taking vigorous steps to the tune. All will join in the dancing and jumping with enthusiasm.

Chitty Chitty Bang Bang

The participants stand in a circle and start saying numbers starting from 1. When it is the turn of the fifth participant, instead of saying 5, she has to say “Chitty Chitty Bang Bang”, accompanied by a clap. This should be followed by every fifth participant (i.e., 5th, 10th, 15th, 20th and so on). If anyone just says “5”, or “Chitty Chitty Bang Bang” without a clap, they have to leave the game. In that case, the next person is considered as the 5th person and is expected to follow the rules of the game.

What-ho, How-much?

The participants will first stand in a circle and then jog clockwise. While they are moving, the facilitator in the middle should repeatedly ask them “What-ho, How-much?” while they respond with “As-much-as-you-say” while continuing to jog in the circle. Suddenly, the facilitator should say a number, for example 3. Instantly the participants have to break the circle and form a group with three members. Anyone who fails to do so will be out of the game before it starts again with a new number. Note: Try variations by saying “two and half” so that three members come together with two standing and one sitting.



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