



MINISTRY OF HEALTH

# VHT



## Village Health Team

Guide for Training the Trainers  
of Village Health Teams





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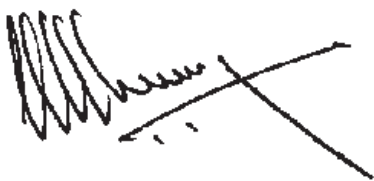
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## FOREWORD

The Ministry of Health is implementing the Village Health Team (VHT) strategy to ensure that every village in Uganda has capacity to mobilize individuals and households for better health. VHT members are community volunteers who are selected by communities to provide correct health information, mobilize communities and provide linkage to health services. As part of the process of scaling up the implementation of this strategy in Uganda, the Ministry and partners decided to develop Trainers of Trainee (ToT) guide to act as a training resource for VHT trainers of trainees

The VHTs are trained in the basic health promotion package as well as other add-on modules that meet community health needs. VHTs will play an important role in mobilizing communities for better health, referral and follow-up. The VHTs will engage the community to actively take part in improving their own health by preventing ill health and protecting their environment that will impact on health needs in the future. This will help in meeting targets of Health Sector Strategic Plan I, II & III (HSSP and the Millennium Development Goals (MDGs).

This ToT guide has been extensively reviewed with input from a Sub National Technical Working Group (SNTwG) with representatives from MOH Divisions and Programs, District Health Teams and Development Partners. Specific technical assistance in writing, editing and layout of the manual was done by Gail Naimoli, Solomon Onyango and Anne Musisi with financial support from UNICEF Uganda. Special thanks go to the following organizations for their participation throughout the review and consultative process; WHO, UNICEF, Malaria Consortium, MSH Strides, AMREF, SHSSPP II, Mpigi, Mukono, Kabale and Lira District Health Teams and all Village Health Team members. Thank you all for your contribution and supporting the review of the VHT facilitator's manual. We look forward to your continued participation and support as we roll and scale up the implementation of VHT strategy to all districts and villages in Uganda.



Dr. Nathan Kenya-Mugisha

**For: Director General of Health Services**

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## Overview

# Design of the Workshop

The design of this workshop has been based upon the principles of adult learning theory. The theory holds that adult learners learn best when:

1. The training they receive both acknowledges and respects what they already know, and
2. When they see how they can use their new knowledge and skills right away.

The exercises have been structured to take advantage of participants' previous knowledge and experience and to help them identify how the new material they will learn in this workshop is immediately applicable to their work.

## Workshop Materials

All participants should have the following materials for the Training of Trainers workshop:

- Training Guide for Training Trainers of Village Health Team Members
- Training Guide for Village Health Team Members
- Complete set of VHT Job Aids
- Operational Guidelines for Village Health Teams

## Workshop Objectives

The following are the *learning objectives* that describe what the participants should be able to do as a result of participating in the workshop activities.

At the end of the TOT, participants will be able to:

1. Explain what Village Health Teams do
2. State the main responsibilities of the VHT members
3. Name two characteristics of adult learners
4. Train VHT members to carry out their VHT responsibilities
  - Establish a learning climate
  - Use appropriate vocabulary



- Do a demonstration
- Lead an exercise
- Develop a training activity

## General Guidelines








The following are general guidelines that will assist you in ensuring maximum training effectiveness:

- Keep in mind that you should apply all the guidelines in a group environment using discussion as a learning tool.
- Avoid giving long speeches with too much theory and too few learning activities.
- Discuss the training content with your fellow trainers before implementing the Training of Trainers. This will help you to make better decisions.
- Differences of opinion that arise during the training should be taken as an opportunity to explore an issue and not as a way to create tension. During a discussion, the questions that people pose may help everyone to see the situation under review from new angles.
- Answers to the questions raised can stimulate fresh discussion and lead to new conclusions. You as facilitator can raise other questions to explore a subject further.

The facilitator's guide includes exercises for the development of each topic, which are generally structured as follows:

Subject	Village Register
Objectives	<i>By the end of the session participants will be able to fill in a Village Register</i>
Duration	2 hours
Methodology	Reflection, Reading, Small Group Work
Materials	Village Register for each person

## Agenda for the TOT Basic Training Programme

Day	Activity	Session No.	Session Topic	Time
1	Overview			15 min
	Ice-Breaker			30 min
	Exercises 1 – 6 (TOT)			3 hours
	Preparation time			1 hour
2	Introduction to VHT 	1	The Village Health Team	2hrs
	1: Record and Examine 	2	Village map	2hrs 40 min
		3	Village register	2hrs
		4	Summary reports	1hrs 30min
3	2: Visit village members 	5	Home Visiting	1hrs 30min
		6	VHT Job Aids	1 hr
		7	Health Talks	1 hr
		8	Home Follow Up	1 hr
4	3: Save lives 	9	Dangers signs for sick children	2hrs 40 min
		10	Dangers signs for pregnant women	2hrs
		11	Referral	2hrs
		12	Immunization	2hrs
		13	ANC and PNC checks	1hrs 30min
		14	Newborn care	1hrs 20min
		15	First Aid	2 hrs
5	4: Link the village and the health unit 	16	Plan activities	30mins
		17	Supporting the Health Unit	30mins
		18	<u>Village leaders</u>	1 hr
		19	Reporting diseases	30mins
	20	Family Planning	30mins	
	5: Mobilize the village 	21	Community Mobilization	1 hr
6: Hold monthly meetings 	22	Monthly VHT meetings	30mins	



## INTRODUCTION

Use an **Ice-breaker** as a way to get the group to start the session after they have been welcomed. This should be done immediately after participants introduce themselves by name. Two examples are given at the end of this Training Guide for breaking the ice.

## ADULTS

# Training Adult Learners

OBJECTIVE:	The participants will be able to name two characteristics of adult learning.
DURATION:	1 hour
MATERIALS:	Large sheets of paper, markers

## 1. Introduction

<b>EXPLAIN</b>	<p>“When we were children and we attended school, we were often expected to absorb material presented by our teachers without question ... or at least without questioning why we were learning the material they presented to us. We studied history, geography, spelling, etc. and we were often told that what we were learning would serve us well someday. But now we are adults.”</p>
<b>ASK</b>	<p>“As adults, how are our learning needs different?”</p>
<b>ENSURE</b>	<p>That the following answers, or answers very similar to the following, are given:</p> <ul style="list-style-type: none"><li>• Adults approach learning in a different way.</li><li>• We draw upon our experiences and the knowledge that we have already gained to build new knowledge and skills in our lives and our work.</li><li>• We have many responsibilities and make many choices every day.</li><li>• We need to see how we can use the new knowledge and skills we are being presented before taking the time to learn them.</li><li>• When we learn a new skill, we want to use it in our lives or work right away.</li></ul>

## 2. Brain-storming

<b>EXPLAIN</b>	That you would like participants to do a brainstorming activity.
<b>ASK</b>	Participants to explain what brainstorming is.
<b>ENSURE</b>	<p>That the following guidelines are mentioned:</p> <ul style="list-style-type: none"> <li>• Everyone may make suggestions.</li> <li>• No one should comment upon suggestions as others make them.</li> <li>• All of the suggestions will be written up where all can see them.</li> <li>• At the end of the brainstorming, people will be able to make comments about the list.</li> </ul>
<b>NOTE</b>	IF NO ONE CAN DEFINE BRAINSTORMING, THE TRAINER SHOULD PROBE, MAKING SURE TO BRING OUT THE GUIDELINES GIVEN ABOVE.
<b>HANG</b>	A large sheet of paper on the wall where all can see.
<b>ASK</b>	Participants to brain-storm how to complete the following sentence: "Adults learn best when ..."
<b>ENSURE</b>	<p>That the following ideas are represented in the statements made by participants:</p> <ul style="list-style-type: none"> <li>• <b>Training is relevant.</b> (Learning experiences should relate directly to the learner's job responsibilities.)</li> <li>• <b>The new learning acknowledges and takes advantage of the wealth of experience they bring.</b> (Trainers and participants learn from each other.)</li> <li>• <b>Training is participatory.</b> (Learners are actively involved in the training/learning.)</li> <li>• <b>Learning is pleasant</b> (involving a low level of stress. This may include having a comfortable training environment, free from major distractions.)</li> <li>• <b>Feedback is positive.</b>(Corrections are made in as positive a way as is praise.)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Learning goals are clear and progress is measurable.</b> (Objectives are clear, so that progress can be assessed not only by the trainer, but also by the learners themselves.)</li> <li>• <b>Expectations are clear and appropriate.</b> (There is an adequate match between learners' abilities coming into the training and the expected results of training.)</li> <li>• <b>Participants have opportunities to practice their new skills.</b></li> </ul>
<b>WRITE</b>	All responses on the sheet. Add more sheets as needed. Ensure that no one comments upon the suggestions made by others.
<b>END</b>	The brainstorming when it seems that participants have no more to add.

### 3. Discussion

<b>ASK</b>	Participants to comment upon the list. For example, are there two or more suggestions that are the same? Is each suggestion clear or do some suggestions need an explanation?
<b>MAKE</b>	Only those changes to the list that all (or most) participants can agree upon. (For example, eliminate duplications, clarify meanings, etc.)
<b>ASK</b>	One participant to read over the list as the group has finalized it.

### 4. Summary

<b>ASK</b>	Participants to group themselves in pairs. If there are an odd number of participants, one group should have 3 members.
<b>ASK</b>	The members of each pair to take turns naming for each other at least two characteristics of adult learning.
<b>MOVE AROUND</b>	Among all pairs to support each group and its members as they answer the questions, providing individual assistance as needed. When the pairs have finished, ...

**EXPLAIN**

That you will leave this list up for all to see, and that every so often during the training, participants and trainers alike may check the list to see whether the suggestions made about how adults learn are being followed in this training. Add that when the participants carry out trainings, they may want to keep such a list handy to remind them of how adults learn best.

## ENVIRONMENT

### Establishing a learning environment

OBJECTIVE:	The participants will be able to explain how to establish a learning environment.
DURATION:	3 hours
MATERIALS:	Large sheets of paper, markers

#### 1. Introduction

<b>EXPLAIN</b>	We as trainers must prepare carefully our training sites before participants arrive. In our homes, we establish a warm, welcoming climate to make our guests comfortable. When we invite participants to attend a training, we establish a “learning climate” that supports them in their efforts to try out new activities and build new skills. In this section of the training, we will explore some ways to set up and to maintain a learning climate.
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#### 2. Small group work

<b>DIVIDE</b>	Participants into four groups.
<b>GIVE</b>	Each group two large sheets of paper and markers
<b>HANG</b>	<p>On the wall, where all can see, a large sheet of paper with the following headings:</p> <ul style="list-style-type: none"><li>• BEFORE THE TRAINING</li><li>• UPON ARRIVAL OF THE PARTICIPANTS</li><li>• DURING THE TRAINING</li><li>• AT THE END OF TRAINING</li></ul>
<b>ASK</b>	All groups to list on the two sheets of paper that you have given them the <b>main tasks</b> that a trainer should carry out to create a “learning climate” for his or her trainees.

	<p>Suggest that they think about:</p> <ul style="list-style-type: none"> <li>• Using the headings you have written up on the sheet that you just HANGed.</li> <li>• Using their own experiences as trainers as well as trainees, and to include in their list the best practices they have done or seen done.</li> </ul> <p>Add that they will have 15 minutes to complete the task and choose a spokesperson for the group.</p>
<b>MOVE AROUND</b>	To provide assistance, as needed.
<b>GIVE</b>	The groups 15 minutes to work. At the end of 15 minutes, call the groups together.

### 3. Discussion

<b>ASK</b>	The spokesperson from the first group to present the group's list.
<b>ASK</b>	Participants to comment upon the list. Do they agree with all that has been written? Are there any changes that might improve the list?
<b>EDIT</b>	The list as the participants mention duplications, missing items, etc. until the large group is satisfied with the list.
<b>ENSURE</b>	<p>That the following tasks are included in the final list:</p> <p><b>BEFORE THE TRAINING</b></p> <ul style="list-style-type: none"> <li>• <b>Select the site</b></li> <li>• <b>Set the time</b></li> <li>• <b>Invite participants</b></li> <li>• <b>Prepare for training by dividing up tasks, readying materials, practicing</b></li> <li>• <b>Arrange all logistics, such as per diem, lodging, seating, etc.</b></li> <li>• <b>Prepare all materials, audiovisual equipment,</b></li> </ul>

	<p><b>and handouts.</b></p> <ul style="list-style-type: none"> <li>• <b>Set up appropriate seating arrangements</b></li> </ul>
<b>ASK</b>	A participant from the second group to come forward to present the group's list.
<b>ASK</b>	Participants to comment upon the list. Do they agree with all that has been written? Are there any changes that might improve the list?
<b>EDIT</b>	The list as the participants mention duplications, missing items, etc. until the large group is satisfied with the list.
<b>ENSURE</b>	<p>That the following tasks are included in the final list:</p> <p><b>UPON ARRIVAL OF THE PARTICIPANTS</b></p> <ul style="list-style-type: none"> <li>• <b>Welcome participants</b></li> <li>• <b>Have introductions</b></li> <li>• <b>Do an ice-breaker</b></li> <li>• <b>Establish the work norms</b></li> <li>• <b>Review expectations of the training</b></li> <li>• <b>Learn participants' names as quickly as possible</b></li> <li>• <b>Give out materials</b></li> </ul>
<b>ASK</b>	A participant from the third group to come forward to present the group's list.
<b>ASK</b>	Participants to comment upon the list. Do they agree with all that has been written? Are there any changes that might improve the list?
<b>EDIT</b>	The list as the participants mention duplications, missing items, etc. until the large group is satisfied with the list.
<b>ENSURE</b>	<p>That the following tasks are included in the final list:</p> <p><b>DURING THE TRAINING</b></p> <ul style="list-style-type: none"> <li>• <b>Speak clearly and slowly enough for all to hear</b></li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Use visual aids when you can</b></li> <li>• <b>Be concerned, attentive, interested</b></li> <li>• <b>Provide guidance and support during group work</b></li> <li>• <b>Make the training dynamic and participatory</b></li> <li>• <b>Appropriate dressing code</b></li> </ul>
<b>ASK:</b>	A participant from the last group to come forward to present the group's list.
<b>ASK:</b>	Participants to comment upon the list. Do they agree with all that has been written? Are there any changes that might improve the list?
<b>EDIT:</b>	The list as the participants mention duplications, missing items, etc. until the large group is satisfied with the list.
<b>ENSURE:</b>	<p>That the following tasks are included in the final list:</p> <p><b>AT THE END OF TRAINING</b></p> <ul style="list-style-type: none"> <li>• <b>Review the training with the participants</b></li> <li>• <b>Ask participants to evaluate the training</b></li> <li>• <b>Specify what follow-up (if any) the participants can expect</b></li> <li>• <b>Thank everyone for their participation</b></li> </ul>
<b>HANG:</b>	The final list next to the list of ways that adults learn best.
<b>EXPLAIN:</b>	That this list will also remain hanged during this training, and that participants as well as trainers should refer to it often to verify that a good learning climate is being maintained. Again, mention that this may be something useful for anyone to do when he or she is in charge of preparing and carrying out a training program.

## 4. Practice

<b>DIVIDE</b>	Participants into four groups again.
<b>EXPLAIN</b>	That you would like all four groups to evaluate how well the present training has established a learning climate so far. Two groups will use the "Before the training" list, while the other two groups use the "Upon arrival of the participants" list. Each group should prepare to briefly explain how a learning climate has --or has not -- been established up to this point.
<b>EXPLAIN</b>	That all the groups will have 15 minutes now to prepare their descriptions and then about 5 minutes to present their findings.
<b>MOVE AROUND</b>	And provide support and assistance, as needed.
<b>CALL</b>	All groups together when 15 minutes have passed, and invite each group, one by one, to do their presentation.

## 5. Summary

<b>INVITE</b>	Participants to continue to reflect upon the idea of a "learning climate" as the training progresses. What works well? What may be done differently to establish a better learning climate?
<b>ASK</b>	Participants to summarize how to establish a learning climate. Allow other participants to add to and comment upon the summary.

## LANGUAGE

# Using appropriate Vocabulary

OBJECTIVE:	The participants will be able to explain why it is important to use appropriate vocabulary in training.
DURATION:	30 minutes
MATERIALS:	Large sheets of paper, markers

## 1. Introduction

<b>EXPLAIN</b>	Each of us must be able to present information effectively. Perhaps we have to explain something to a child, or perhaps we need to explain to a supervisor why a particular task has been difficult to complete. As trainers, you will be asked to present information in such a way that your learners can master it and make it their own. In this exercise, we will examine one way that you can help assure that your presentation of information is effective: using appropriate vocabulary.
<b>EXPLAIN</b>	Your choice of words -- technical or non-technical, jargon-y or everyday -- will have a significant impact on what your learners can achieve. After all, if your learners can't understand what you are saying, how can they learn?

## 2. Discussion

<b>EXPLAIN</b>	<p>"Imagine for a moment that you -- each of you -- have not been feeling well and so you visit the doctor. Your regular doctor is not available, so you see someone new. When the doctor comes in to talk to you, he says the following:"</p> <p>"Your physical exam has raised some concerns. Unfortunately, I auscultated a pronounced tachycardia. Having this combined with Hypermyotonia leads me to believe you may suffer from Caridant Overload Syndrome. I would like to have your consent to perform a Colatorium procedure to assess the Coffurin level. If this level is elevated, then we will need to sit down and discuss possible treatment options and all necessary lifestyle changes."</p>
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<b>ASK</b>	How would you feel if the doctor told you that? (Expected answers: confusion, nervousness, panic, anger, resentment, etc.)
<b>ASK</b>	But what if the doctor had instead said the following?: "Your check-up shows that your overall health is good. I do want to talk with you about one thing, though. I noticed that your heartbeat was a little fast. Drinking too much caffeine often causes this. I would like to get a urine sample from you to run a simple test to measure the amount of caffeine present in your urine. If, as I suspect, it is high, then perhaps you and I could sit down and talk about ways you could reduce your intake of caffeine."
<b>ASK</b>	How would you feel? Expected answers: understanding, relief, relaxed attitude, etc.
<b>EXPLAIN</b>	In other words, the doctor in the first example did not make any effort to speak the same language as his listener. He spoke as though he were talking to another physician. In the second instance, the second doctor expressed himself in simple, everyday language.

### 3. Practice

<b>EXPLAIN</b>	That this exercise is a little different from some of the others they will be doing during this training, because instead of learning a skill, practicing it, and completing the exercise, they are being asked to KEEP PRACTICING the skill during the rest of the training (and beyond). Participants, as well as trainers, should monitor each other and the materials that are used in the training to watch out for the use of language or terms that might be difficult for the VHT members to understand.
<b>HANG</b>	A large sheet of paper on the wall. Label it "Language concerns" and ask participants to feel free to make note of language or terms that they think may be inappropriate as the training progresses. At different times in the training, the whole group should check the list and discuss whether changes need to be made.

## 4. Summary

<b>ASK</b>	“As trainers, then, what will be your responsibility in terms of the vocabulary you use?”
<b>ENSURE</b>	<p>That the following responsibilities are mentioned (in the participants’ own words):</p> <ul style="list-style-type: none"><li>• To express themselves in simple, everyday language.</li><li>• To use the kind of language that will help learners understand and learn what they need to master.</li></ul>

## TRAINING ACTIVITY

### Developing and carrying out each training activity

OBJECTIVE:	At the end of this exercise, participants will be able to: <ul style="list-style-type: none"><li>• <i>Explain how to develop a training activity for the VHT members.</i></li><li>• <i>Explain how to carry out a training activity for the VHT members</i></li></ul>
DURATION:	30 minutes
MATERIALS:	Large sheets of paper, markers
PREPARE IN ADVANCE:	

#### 1. Reading

<b>ASK</b>	Participants to read "Development of Each Training Activity", page 9 in the Training Guide. They should look up when they have finished reading.
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#### 2. Discussion

<b>ASK</b>	Participants to explain how to prepare for each training event.
<b>ENSURE</b>	That the explanation covers all 4 steps listed on page 9 of the Introduction: "Development of Each Training Activity."
<b>ASK</b>	Other participants whether they have anything to add or any questions.

**NOTE** As much as possible, invite participants to answer the questions posed by their colleagues in the training.

### 3. Reading

<b>ASK</b>	Participants to read “Carrying out Each Training Activity”, page 10 in the Training Guide. They should look up when they have finished reading.
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### 4. Discussion

<b>ASK</b>	Participants to explain how to carry out each training event.
<b>ENSURE</b>	That the explanation covers all five guidelines listed on page 10 of the Introduction: “Carrying out Each Training Activity.”
<b>ASK</b>	Other participants whether they have anything to add or any questions.

**NOTE** As much as possible, invite participants to answer the questions posed by their colleagues in the training.

### 5. Summary

<b>ASK</b>	That every participant turn to the person next to him/her until everyone has a partner. If there is one extra person, a facilitator should partner with that individual.
<b>EXPLAIN</b>	That the two members of each group take turns doing the following: <ul style="list-style-type: none"><li>• Explain how to prepare a training activity for VHT members.</li><li>• Explain how to carry out a training activity for VHT members.</li></ul>
<b>ADD</b>	That all participants should feel free to use their <b>Facilitator's Guides</b> to help carry out this task.
<b>MOVE AROUND</b>	And provide assistance, as needed. They should let you know when they are finished.

**EXPLAIN**

That lessons learned from past experience with community-based volunteer programs tell us that the quality of the training as well as the consistency of the supervision offered to volunteers heavily influence their performance. Volunteers who receive inadequate training and supervision are less likely to continue their activities than those who receive appropriate training and consistent, supportive supervision. For these reasons, the trainers/supervisors of the VHT members will continue to play an important role in VHT activities long after the VHT members have been selected and trained.



## DEMONSTRATIONS

### Doing a Demonstration

OBJECTIVE:	At the end of this exercise, participants will be able to: <ul style="list-style-type: none"><li>• <i>Do a demonstration.</i></li></ul>
DURATION:	30 mins
MATERIALS:	Large sheets of paper, markers Equipment and materials for all of the demonstrations in the Training Guide for facilitators

#### 1. Introduction

<b>SAY</b>	“Let’s say that you have never tied a shoe. If I were to describe for you, step by step, how to tie a shoe -- using words, but not motions or pictures -- how well do you think you would be able to perform that task?”
<b>ASK</b>	For a volunteer to assist you with a demonstration of what you mean.
<b>EXPLAIN</b>	That the volunteer should do EXACTLY what you tell him or her to do, relying totally upon your directions and not upon past experience or knowledge.
<b>GIVE</b>	The following directions: <ul style="list-style-type: none"><li>• Bend down and focus on your right shoe.</li><li>• Take one end of the shoelace in each hand and pull the two ends away from each other to tighten the shoe.</li><li>• Cross the two ends of the shoelace above the center of your foot.</li><li>• Loop one of the two ends under the other, grab both ends again and pull them tight.</li><li>• Make a loop of the shoelace end that is now on your left and hold that loop between the index finger and the thumb of your left hand.</li><li>• Grasp the other end of the shoelace in your right hand about halfway between the end of the lace and the shoe.</li></ul>

- Lift this end of the shoelace up and around the loop that you have in your left hand in a clockwise direction.
- Use the index finger of your right hand to push a loop of the shoelace you have in your right hand through the loop that you have just created (by wrapping the lace around the loop that you are holding with the index finger and thumb of your left hand).
- Grasp the newly created loop between the index finger and thumb of your left hand, and the loop that was already formed and pull to tighten.

## 2. Discussion

<b>ASK</b>	Participants to comment upon what they have just seen. For example, what conclusions do the participants reach about explaining how to do something and about demonstrating how to do it?
<b>EXPLAIN</b>	That there may be, in fact, tasks that a learner can be walked through with words alone. And some learners prefer to HEAR about a task and to hear a description of its steps, because they feel most comfortable with that mode of learning. But add that it is usually helpful to SEE a demonstration of a new skill, in addition to hearing about it.
<b>ASK</b>	“How does a demonstration help the trainer? How does it help the learner?”
<b>ENSURE</b>	That the following points are made: <ul style="list-style-type: none"> <li>• A demonstration benefits the trainer by making clear exactly what he or she expects the learners to do.</li> <li>• It also helps the learner grasp exactly what is expected of him or her.</li> </ul>
<b>HANG</b>	A large sheet of newsprint where all can see (on the wall, on an easel, etc.)
<b>ASK</b>	Participants to suggest some important points that a trainer should keep in mind when he or she is doing a demonstration.
<b>WRITE</b>	Their suggestions on the sheet.

<b>ENSURE</b>	<p>That the following points are mentioned:</p> <ul style="list-style-type: none"> <li>• Prepare your materials ahead of time.</li> <li>• Say what you are going to do; do it; and then say what you did.</li> <li>• Speak clearly and loudly enough for all to hear.</li> <li>• Face the participants/trainees as much as possible.</li> <li>• Briefly explain what you are doing as you are doing it.</li> <li>• “Check in” with the participants/trainees often to make sure they understand everything.</li> </ul>
<b>EXPLAIN</b>	<p>That you are going to leave this list HANGED during the rest of the training, and ask that participants check it frequently while demonstrations are being done. Add that they may wish to use this list to help them evaluate and give feedback on the demonstrations that will be performed.</p>

### 3. Summary

<b>EXPLAIN</b>	<p>That although during this training, time will not permit every participant to practice every demonstration, all participants should keep in mind the list of important points that they created to help guide them in carrying out a demonstration. Suggest that they copy that list and consult it often as they prepare to do demonstrations for the VHT members during their training sessions.</p>
<b>ASK</b>	<p>That every participant turn to another participant to form new pairs.</p>
<b>EXPLAIN</b>	<p>That the members of each pair should take turns reminding each other about the important points that have been listed. Ask them to try to name as many of the points as possible without consulting the list, and then to consult the list when they have finished to be sure they have named them all. Add that they have 5 minutes to do this summary exercise.</p>
<b>NOTE</b>	<p>After 5 minutes, announce that time is up and move on to the next activity.</p>

## EXERCISES

### Leading an Exercise

OBJECTIVE:	At the end of this exercise, participants will be able to: <ul style="list-style-type: none"><li>• <i>Explain how to lead an exercise.</i></li><li>• <i>Lead an exercise, using the Training Guide.</i></li></ul>
DURATION:	30 mins
MATERIALS:	Large sheets of paper, markers

## 1. Introduction

<b>EXPLAIN</b>	Their Training Guide includes detailed explanations of how to lead each one of the exercises that prepare the VHT members to carry out their tasks. During this Training of Trainers, participants have already sharpened their skills in training techniques, such as how to establish a learning climate and using appropriate vocabulary. Now they will have opportunities to practice leading the exercises that will make up the training of the VHT members.
<b>ASK</b>	Participants what they think are the steps involved in leading an exercise in the training of the VHT members.
<b>WRITE</b>	The list of steps they propose.
<b>ENSURE</b>	That participants mention the following steps (in their own words): <ol style="list-style-type: none"><li>1. Read over the training notes for the exercise.</li><li>2. Read the recommended section of the VHT Training Manual.</li><li>3. Gather any necessary materials.</li><li>4. Make necessary preparations (Look for “Prepare in advance” in each Exercise box).</li><li>5. Rehearse the Training Session</li><li>6. Use the training notes to guide the VHT members through out the session.</li></ol>

<b>NOTE</b>	If participants do not mention one of the steps, use probes, such as the following, to get them: “What would you do next?” “What about the materials you will need for the demonstration?”
<b>EXPLAIN</b>	That you would now like everyone to “walk” through these steps together, using the first exercise in the Training Guide as the example.

## 2. Small group work

<b>EXPLAIN</b>	That you will divide participants into groups of two and ask each group to lead an exercise. As each pair leads an exercise, the rest of the participants will play the role of VHT members.
<b>DIVIDE</b>	Participants into pairs and assign each pair a session. <b>Sessions:</b> <ol style="list-style-type: none"> <li>1. Session 1: The Village Health Team</li> <li>2. Session 2: How do you draw a village map?</li> <li>3. Session 5: How do you carry out a home visit?</li> <li>4. Session 6: How do you use the VHT Job Aids?</li> <li>5. Session 7: How do you do health talks?</li> <li>6. Session 9: How do you help people recognize danger signs in a sick child?</li> <li>7. Session 10: How do you help people recognize danger signs in a pregnant woman?</li> <li>8. Session 12: How do you encourage people to get their children immunized?</li> <li>9. Session 13: How do you encourage pregnant women to go for ANC checks and for after delivery checks?</li> <li>10. Session 14: How do you encourage families to ensure that a newborn receives essential newborn care?</li> <li>11. Session 15: How do you advise people on basic first aid for minor injuries?</li> <li>12. Session 19: What diseases must be reported to health unit staff as soon as possible?</li> </ol>

<b>REMIND</b>	All pairs to keep the steps for leading an exercise in mind.
<b>MOVE AROUND</b>	Among all the groups, and provide support and assistance, as needed.

### 3. Practice

<b>CALL</b>	Participants together when the allotted time has passed and invite one pair to lead the exercise they have prepared.
<b>LEAD</b>	A short (five minutes?) feedback and suggestions session when they have finished. (Ensure that feedback and suggestions are given in a positive manner.)
<b>CONTINUE</b>	in this way until each group has had an opportunity to lead an exercise.

### 4. Summary

<b>ASK</b>	Participants to name the five steps to follow when leading an exercise.
<b>ENSURE</b>	<p>That participants mention the following steps (in their own words):</p> <ol style="list-style-type: none"> <li>1. Read over the training notes for the exercise.</li> <li>2. Read the recommended section of the VHT member's Handbook.</li> <li>3. Gather any necessary materials.</li> <li>4. Make necessary preparations (Look for "Prepare in advance" in each Exercise box).</li> <li>5. Use the training notes to guide the VHT members through the exercise.</li> </ol>

# Sample Ice Breakers

## **Household Objects**

### 1. Preparation

<b>GATHER</b>	As many common or household objects as there are participants and trainers.
<b>HANG</b>	All of the objects in a bag, box or other container.

### 2. Activity

<b>EXPLAIN</b>	To the participants that there are several common objects in the bag/box/container, and that each participant should reach in and take one of those objects without seeing what he or she is taking.
<b>MOVE AROUND</b>	Around the room, holding the bag/box/container for each participant so that he or she may reach in and take an object without seeing inside. You should also take one at the end.
<b>EXPLAIN</b>	<p>That each person should now explain to everyone else in the room why what he or she does is like the object in his or her hand -- and show the object to all the participants.</p> <p>For example, a trainer who has chosen a pair of scissors may explain that his/her work is like a pair of scissors, because in order to train people, he/she has to "cut" up the tasks that make up a job or an activity into smaller parts that can then be more easily learned.</p> <p>A mother who is not employed outside the home may choose a candle and then explain that her work is to light the way for her children and family so that they can see their way clearly and prosper.</p>
<b>STATE</b>	How your work is like the object that you have selected, as an example for the participants.
<b>ENSURE</b>	That every participant has a chance to explain how what he/she does is like the object selected.
<b>THANK</b>	All participants and facilitators for their active participation.

## Unique Experiences

### 1. Preparation

<b>FIND OUT</b>	What, if anything, the participants have in common  (For example, are they all experienced trainers? Medical doctors? Laboratory technicians?)
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### 2. Activity

<b>EXPLAIN</b>	That even though they all have _____ in common, each one of them has unique experiences. Many times, when those experiences are shared, others can learn from them.  In a moment, you are going to ask each participant to state his or her name, where he or she works (or is based), and one experience related to _____ that he or she has had.
<b>ASK</b>	Participants to take a moment to think about a unique experience related to _____ that they can share.
<b>GIVE</b>	Them about 2 minutes to reflect
<b>ASK</b>	Each participant to state his or her name, where he or she works (or is based), and one experience related to _____ that he or she has had
<b>THANK</b>	All participants for sharing



# NOTES







Reaching every household for  
better health and development