# Day 6

# Community Service Project

## Mentor Trainer Training Manual

## Sep,2022

## Day 6 - Offline Training - 7 hours + 1 hour lunch + 2 - 15 mins break

| | | | |
|---|---|---|---|
| Welcome | 15 | | |
| Warm up - link to topic | 15 | | |
| Recap | 15 | | |
| Agenda | 5 | | |
| Week 3<br>Introduction to community awareness and IEC campaigns | 90 | 135 | 9 am - 11:00 am |
| Break | 15 | 15 | 11:00-11:15 |
| Introduction to community awareness and IEC campaigns  cont | 30 | | |
| Designing an outreach campaign for case study shared on Day 5 | 60 | 90 | 11:15 am - 1:00 pm |
| Lunch Break | 60 | | 1:15pm - 2:15pm |
| Presentations | 40 | | |
| Warm up activity | 15 | | 2:15 pm - 3:45 pm |
| Tools that can help in creating collaterals | 5 | 100 | |
| Week 3 of student curriculum and week 4-7 explanation | 20 | | |
| Design thinking | 20 | | |
| Break | 15 | | 3:45pm - 4:00 pm |
| Week 3 of student curriculum explanation , QnA | | | |
| Week 4-8 explanation | 30-40 | | |
| Mentor training sessions all that will be shared with them to conduct the sessions with QnA | 30 | | |
| Gratitude wall | 30 | | 4:00 pm - 5:45 pm |
| | | 105 | |

| Closing ceremony | 30 | | |
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## Venue set-up

1. Have the seating in a U shape or 2 layers of U ( to begin with), then teachers can regroup in smaller groups
2. Have posters of the program if possible with stakeholder details
3. Make sure the venue is ready before the participants arrive
4. Have music handy and play during times of thinking activity and when participants enter
5. Have a table with handouts, books, stationary, toffees to lighten the mood ( also can be shared to encourage participants and feedback forms )

## Stationary required - Please add in more if required

1. Notebooks
2. Post-it's
3. Chart paper
4. Projector
5. Board to write
6. A4 sheets
7. Prints/Handouts of the case studies
8. Sketch pens
9. Markers
10. Speaker and music

## Facilitator actions to ensure through the day

- Tagging

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- Thanking responses/ encourage
- Asking open ended questions/probing
- Pausing for responses
- Since it is live, it can get chaotic. Ask a question and request them to raise hands ( follow tagging post that)
- Check for understanding - Thumbs up, rate of 5 etc.

## Session 1 - Welcome + Warm-up activity- recap - agenda
Introduction to community awareness and IEC campaigns, different ways to create campaigns

| Outcomes | Participants will be able to<br><br>1. Participants are able to recall the  Day 5<br><br>2. Participants are introduced to Week 3 of student curriculum - community awareness and IEC campaigns. |
|---|---|
| Time | 135  minutes |
| Materials/prep | PPT - Link  the ppt here<br><br>Notebook for each teacher<br><br>A4 sheets , sketch pens, Chart paper<br><br>Projector to show video etc - Internet connection |

| Section | Instruction | Time |
|---|---|---|
| **Welcome** | - Welcome them with an energetic smile<br>- Inform them it's Day 6 of the training sessions<br>- We have just one more day to go | **15 mins** |

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| | - Hello greetings, Welcome and settle all in. Wait for the teachers to come<br>- Teachers might come in late so expect it start maybe about 15 mins late | |
| **Energiser**<br>**(Do we do this?)** | *Hands of Power*<br>*Objective: Using skills of concentration, coordination and teamwork, this tool helps learners get energized and excited.*<br><br>*Steps:*<br>● *Learners get into pairs.*<br>● *One learner, the leading learner, holds their hand in front of the other learner's face, so that the second learner's vision is obscured. The leading learner starts moving around the room.*<br>● *The second learner must follow the first so that their face follows the first player's hand.*<br>● *With a large group and lots of pairs moving around, this can get quite chaotic, and there are both concentration and trust elements to this game. It is the leader's role to guide the follower safely around the room!*<br>● *The leader might want to try raising their hand low and high or twisting their palm to see how their partner reacts.*<br>● *After a minute or two, have the players switch roles in their pairs, so the leader becomes the follower and vice versa.*<br><br>- Ask them how they felt doing this activity<br>< What are they feeling now>, Look for excitement, energy as responses and let them know that we have to hold onto the feelings for the rest of the day and there are some exciting things happening today | **15 mins** |
| **Recap** | - Inform them as always we will be first looking what we did yesterday<br>- Let's take one post it each and mention one thing that stood out to us the most from the last session | **15 mins** |

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| | - It could even be as simple as a stat from the case studies<br>- Take 3 mins to think and post it on the chart paper<br>- Let's take 5 mins to go through other responses<br><br>`<Facilitator note> - Call out some unique and interesting responses`<br><br>Summary<br>- Look at case studies, read them - Map the key stakeholders and prepare a survey questionnaire based on the research methodology decided<br>- Look at tools needed for data analysis for Survey reporting<br>- How to analyze data and draw conclusions or next action items | |
| **Agenda** | - Introduction to Community Awareness and IEC Campaigns<br>- Tools that can used for the campaigns<br>- Develop a IEC Campaign<br>- Look at Week 3 of Student curriculum<br>- Look at Week 4 - 7 of student curriculum<br>- Things students should know for week 4-7<br>- Day 7 training planning | **5 mins** |
| **Introduction to Community Awareness campaigns and IEC Campaign** | - In week 3 after survey and analyzing the data received. The students take up community awareness campaigns based on the survey they conducted by identifying the problems.<br>**Step 1 - What are community awareness campaigns** ?<br>- Thank you teachers for sharing<br><br>- Def: Community Awareness is generally defined as knowledge created through interaction between community people and its environment. These Awareness campaigns can address groups of people in a region affected by a particular issue like climate threat, groups of stakeholders, the general public, etc. | **60 mins** |

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| | | **The aim of Community awareness campaigns** | |
|---|---|---|---|
| | | - Is to first create/grab attention, give information and then create long-term lasting behavioral changes. | |

The aim of Community awareness campaigns
- Is to first create/grab attention, give information and then create long-term lasting behavioral changes.

**Who can create community awareness campaigns**
- Community Awareness campaigns can be created by an individual researcher who has identified a community problem and wants to share the information received to create awareness and changes. It can also be conducted by the Govt, non-profits, govt bodies, institutions etc.

**IEC - Information, Education and Communication** is a community awareness strategy which is used to spread awareness through communication channels to a target audience to achieve a desired positive result.

- Community Mobilization through Information;
- Awareness & Action through Education; and
- Sustained Behavior Change through Communication

- IEC is a comprehensive approach that spans across mass media, digital campaigns, strategic partnerships and ground-level activities.
- It is multidisciplinary and target audience-centered in its approach.

  Effective IEC makes use of a strategic mix of these approaches.


- Now that we know what is a community awareness campaign and what is IEC
- What do you think is our next step?
- Gather responses
- <Create a plan/strategy for the community awareness campaign>

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- Students can use IEC as a base while designing the campaign if required

**STEP 2: Permissions and responsibilities**

- Speaking to local authorities about the campaign, the research done and getting permissions, advice for the campaign creation.
- Ensuring if you have friends helping you with the campaign, assign responsibilities to each of them

**STEP 3: Strategy and implementation**

• Ground Analysis

• Target Audience (TA) Identification

• Define Goals & Objective

• Design Messages

• Channel/Medium of Communication

• Draw up timeline for Implementation

• Implementation & Monitoring

- While designing strategy for community awareness campaign one must have a clear understanding of the local perspectives and use materials reflecting the conditions of the local community **<• Ground Analysis - Clear understanding of the problem with data as a backing>**

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- It should be designed keeping all stakeholders of the community in mind like the decision makers, professionals, public and individuals who are or could be affected by the problem identified **<Target Audience (TA) Identification: Who are you designing it for>**
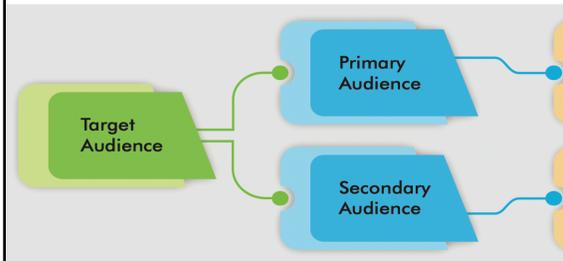


Primary audience are stakeholders who are directly involved in the campaign

Secondary audience are stakeholders who can inform, influence and educate the Primary audience

For eg: you are doing an IEC campaign on the new birthing schemes introduced for pregnant women.

The primary audience is the new mom to be secondary audience here are the: doctors and family members

**Define Goals & Objective**

- Next step one has to define the goal and objective of the campaign. It will help you create a framework for the campaign

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- Goals should also be objectively measurable so that it can be managed and evaluated in an effective way.
- For eg: at increase awareness of the benefits of the scheme amongst the beneficiaries by 90%

**Design Messages**

- It's messaging should be designed differently for different stakeholders**<What is the messaging>**
- While creating the framework ensure the messaging is salient, effective, goal oriented and attractive to the community you are working with. **<How are you going to communicate it>**

**Look at some interesting campaigns**

**Covid prevention:**
**https://www.youtube.com/watch?v=rAj38E7vrS8&t=60s**

Was this video clear and did you all get the message?

Who do you think this campaign was designed for?
<Probing questions: no words used, was visual>

It was for adults who could belong to any part of the world, low literacy and for kids

**A good example of - to convey a clear message without relying on written or verbal explanations.**

- **What do you think of the picture?**

**SHOW DEARNESS FROM A DISTANCE**

Ministry of Health & Family Welfare
Government of India

Help us to help you

6 Feet
2 Gaj

For information related to COVID-19
Call the State helpline numbersor Ministry of Health and Family Welfare, Government of India's 24x7 helpline number
1075 (Toll Free), Email at ncov2019@gov.in , ncov2019@gmail.com

mohfw.gov.in    @MoHFWIndia    @MoHFW_INDIA    @mohfwindia    mohfwindia    @mohfw_india

 **< The graphic focuses on conveying one behavioral message and does so with minimal writing and clear visuals>**


This was put out by the ministry of the railways with this messaging - Always Maintain Social Distancing of 6 Feet.
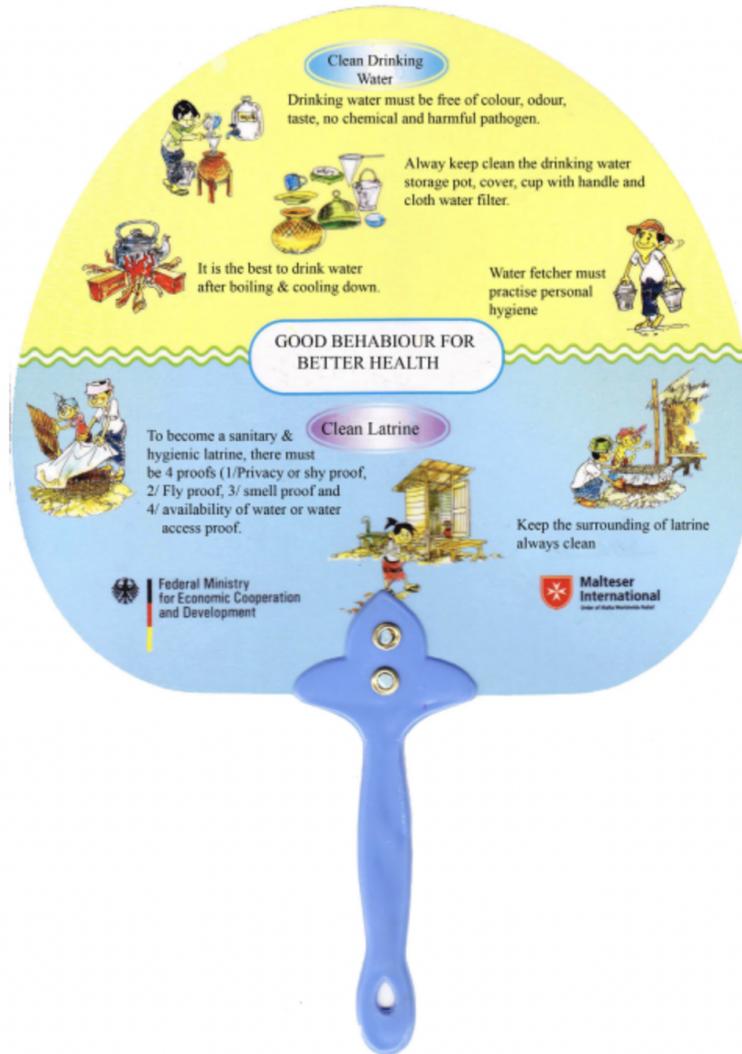
Together we can defeat COVID-19.
#Unite2FightCorona

When you look at the above image what do you think?
**<wear mask>**

**Messaging also has to Make it motivating, engaging, catchy and appealing for collective action**

What do you think this is? And what is unique about this?

**Make it usable so people won't throw and can always remind them to do something.**

**Video on Malnutrition:**

https://www.youtube.com/watch?v=VAlGdHAMVAA

Who do you think this campaign is for? Why have they used Aamir Khan?

- Using a celebrity will catch people's attention, if it's coming from a relevant source it helps gaining trust.( use names of departments, their messaging as the source so you can gain trust from the community)

Note: Students can speak to the local government body, Panchayat head to seek their support to create the campaign and make them speak on the day of the campaigning or add in their quotes etc.

Summarizing all that we saw

Here are a few things one can consider while designing a campaign- some points might be repetitive but it is important to double check them before designing a campaign.

- Ensure you have conducted prior research
- Convey clear message keeping audience in mind
- Use visuals which convey the message without words or with minimum usage of words
- Messaging has to be engaging, motivating, catchy and drive collective action
- Use materials which can be reused and not thrown
- Use reputed people's names/ departments to gain trust

| Channel/Medium of Communication<br><br>Draw up timeline for IEC Implementation and monitoring | Now that we have seen what community awareness campaigns are and what all to keep in mind while designing the campaign.   In this activity, you will make an exhaustive list of all the way in which you can do a community awareness campaign<br><br>1. Let's get into our case study groups and think of all the possible ways in which a campaign can be communicated.<br>2. Make an exhaustive list. There is no right or wrong answer.<br>3. You have 10 mins to complete the activity - mention end time<br>4. Check for understanding by asking a teacher to repeat<br>5. Questions if any<br>6. Begin! - Give time checks in between<br>7. Now as step two group them to 3 different types of mediums. You have 10 mins to complete this task.<br>- **Digital Channels**<br>- **Physical Channels**<br>- **Events or on ground campaigns**<br><br>Wonderful  thank you teachers for taking part in this activity<br><br><br>**Facilitator note: Go around the classroom to hear what the teachers are discussing and probe them if required.**<br><br><br><br>There are mostly 3 types of mediums the campaigns can be categorized in<br><br>Digital Channels - Can you mention what all is included in it?<br><br>- website, social media platforms such as Twitter, Facebook, YouTube, Instagram, WhatsApp, automated Interactive Voice | **30 mins** |

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Response (IVR) services etc.

Physical Channels - Can you mention what all is included in it?

**Further divided into 3 parts**

Electronic (TV & Radio),
Print - Newspapers, Magazines, Advertorials
Outdoor - hoardings, banners, kiosks, POS etc at hospitals, local haats, marketplaces, panchayats, government offices, and any other relevant public spaces

**Events or on ground campaigns**
events, workshops, street plays and conferences**.**

**Now it's time for choosing which medium you want to go for**

- Keep the audience in mind
- cost-effective to reach the audience

**Some questions to keep in mind**

• How many people are you trying to reach with the medium?

• Can the medium deliver the message in the format, time and place most convenient for the target audience?

• Is the medium easily available or accessible and is used by the target audience?

• Do you have the resources required for this medium?

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| | We have so far gone through | |
|---|---|---|
| | - What is an IEC or community awareness campaign<br>- Permissions to take and give responsibilities<br>- Strategy and implementation<br>❖ Ground Analysis<br>❖ Target Audience (TA) Identification<br>❖ Define Goals & Objective<br>❖ Design Messages<br>❖ Channel/Medium of Communication<br><br>Let's take a quick 15 mins now and come back to designing our own campaign | |

**Session 2 -** Timeline, implementation and monitoring of the community awareness/IEC campaign | Design your own campaign and share

| Outcomes | Participants will be able to<br><br>   3. Participants go through the final steps of creating a community awareness and IEC campaign<br>   4. Create their own campaign and share it will all |
|---|---|
| Time | 90  minutes |
| Materials/prep | PPT - Link  the ppt here<br><br>Notebook for each teacher<br><br>A4 sheets , sketch pens, Chart paper |

| Section | Instruction | Time |
|---|---|---|
| **Timeline, Implementation and monitoring of IEC/Community awareness campaigns** | - Let's look at the final steps of creating a campaign<br><br>- Once you have chosen your medium create a timeline<br>  - Activities to be done , budget, permissions, requirements etc<br><br>- Final plan -  details about targeted reach, frequency of communication, cost estimation /budget if any , methods to monitor  the impact,  how will you evaluate impact  and outreach of the IEC strategy and implementation plan.<br><br>Next step is to implement the campaign and monitor the campaign execution and impact.<br><br>Campaign report will contain the final plan + communication design materials  and the below<br><br><br><br>Any questions so far? | **30mins** |

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| | Let's look a campaign entirely from start to end - https://www.youtube.com/watch?v=c3hgfVM0HIg | |
| **Create your own campaign** | - Teachers now it is your turn to create a awareness campaign for your case study<br>- We understand you will not be able to execute the campaign to the target audience today but we will look all the steps that one needs to take till implementation of the campaign<br>- Take 10 mins to fill in these questions<br><br>Ground Analysis -<br><br>Target Audience (TA) Identification<br><br>Define Goals & Objective<br><br>Design Messages<br><br>Choosing Channel/Medium of Communication<br><br>- Next step let's create a campaign sample for the case<br>- First 10 mins let's spend on as many crazy awareness ideas you have for the campaign<br>- Dont think you won't be able to execute it or it will be difficult. Just not down as many ideas as possible | **50 mins** |

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| | Next within the constraints you have what can you create<br><br><poster, play, radio ad content, social media creatives ( on chart paper><br><br>- You have 30 mins to come up with the campaigns<br>- Time check<br>- Probe and encourage them<br>- Thank the groups for being a part of this wonderful activity<br>- Inform them that we will be breaking for lunch<br>- Lunch will be for 60 mins<br>- Give them a time to return | |

**Session 3 -  Group sharing, tools that can be used to create a campaign and Explanation of Week 3**

| Outcomes | Participants will be able to<br><br>    a.  Understand some tools needed for creating campaign collaterals<br><br>    b.  Participants will get a heads up on Week 3 in details |
|---|---|
| Time | 90 minutes |
| Materials | PPT - Link  the ppt here<br><br>Notebook for each teacher |

| Section | Instruction | Time |
|---|---|---|
| **Presentations** | Welcome back<br><br>- Let's begin sharing our amazing work<br>- Each team has to mention<br>Ground Analysis<br>Target Audience (TA) Identification<br>Define Goals & Objective<br>Design Messages<br>Choosing Channel/Medium of Communication<br>And present their campaign<br><br>Once the team shares, I want another 2 teams to give them 2 things you really liked about their presentation<br>- Thank the groups for sharing | 40 mins |
| **Warm up activity** | *How, Now, Wow*<br>*- Draw a 2-by-2 matrix as above. The X axis denotes the originality of the idea and the Y axis shows the ease of implementation.*<br>*- Label the quadrants as:*<br>*1. Now/Blue Ideas – Normal ideas, easy to implement. These are typically low hanging fruit and solutions to fill existing gaps in demands.*<br>*2. How/Yellow Ideas – Original ideas, impossible to implement.* | 15 mins |

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| | *These are breakthrough ideas in terms of impact, but absolutely impossible to implement*<br><br>*3. Wow/Green Ideas – Original ideas, easy to implement. 'Wow' ideas are those with potential for orbit-shifting change and possible to implement within current reality.*<br><br>*- List down the ideas that emerged from the ideation activities done earlier*<br><br>*- Give each learner 3 sticky dots/sketch pens of each colour – 3 blue, 3 yellow, 3 green. 9 dots per member is typical, but go ahead and reduce/increase that number based on the time at hand and number of ideas generated.*<br><br>*- Ask each learner to step forward and vote for 2 best ideas in each category. They need to do this by sticking a coloured dot in front of each idea they choose.*<br><br>*- In the end, count the number of dots under each idea to categorize it. The highest number of dots of a certain color categorizes the idea under that color.*<br><br>*- In case of a tie:*<br>*1. If blue dots = green dots, the idea is blue*<br>*2. If yellow dots = green dots, the idea is green*<br><br>*You have 20 mins to complete this activity*<br><br>    - How did you feel doing this activity?<br>    - Were you able to shortlist feasible campaign ideas ?<br>    - Students will be doing a similar exercise with their friends to shortlist the campaign | |

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| **Tools for creating campaigns** | Different online tools to create posters, social media campaign<br>1. Canva<br>2. GIMP<br>3. Inkscape<br>4. Adobe Illustrator<br>5. Photoshop<br>6. Filmora<br>7.<br>8. Bytable<br><br>Links to how to videos will be shared with students<br><br>Let's take a break now for 15 mins | **5 mins** |
| **Week 3 - Week 7** | - Share Week 3 to 7 to the teachers<br><br>Points to note<br><br>- Once students finish their campaign | **20 mins** |

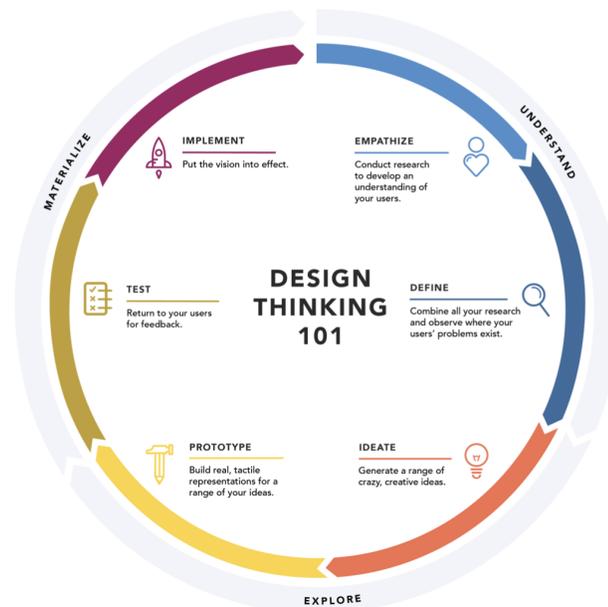**This Booklet is only for CSP Training Purposes**

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| | - They will then move into their main project<br>- Fist they will go through design thinking to identify their project - the student/s could take up project work related to their domain, survey or subject area.<br><br>The different areas, could be like –<br><br>- Agriculture<br>- Health<br>- Marketing and Cooperation<br>- Animal Husbandry<br>- Horticulture<br>- Fisheries<br>- Sericulture<br>- Revenue and Survey<br>- Natural Disaster Management<br>- Irrigation<br>- Law & Order<br>- Excise and Prohibition<br>- Mines and Geology<br>- Energy<br><br>The project includes, Data collection, interviews, awareness if any, social entrepreneurship, experiments internship in any select unit or department.<br><br><br>- Then they will be reporting their project in week 8 | |

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| | - We will be focusing on week 8 in the next session<br>- Let them go through it in detail<br>- Give them 20 mins to go through<br>- Spend another 10 mins on Week 1 and 2<br>- Pause for questions<br><br>**Mention guidelines from the the govt**<br><br>The Community Service Project is a twofold one of First, the student/s could conduct a survey of the habitation, if necessary, in terms of their own domain or subject area. For ex., a student of Arts will focus on socio-economic conditions, social survey and about the Government's social security schemes. A student of Sciences could take up a survey on the health and hygiene conditions of that habitation, similarly, with other subject areas too. Or it can even be a general survey, incorporating all the different areas. A common survey format could be designed. This should not be viewed as a duplication of work by the Village or Ward volunteers; rather, it could be another primary source of data. Secondly, the student/s could take up project work related to their domain or subject area. | |
| **Design thinking Process Week 3-7** | - By week 3 students have completed a socio economic survey and an IEC campaign<br>- The their main project they will go through Design thinking process to identify the project they want to work on<br>- Let's do a quick sample of the activity they will be doing | **20-30 mins** |

- Individually take a chart paper and some sketch pens
- Students will be given a list of areas in which they can do their project or could be an issue they have identified during the survey
- **The first step of design thinking process is empathy - to conduct research to develop an understanding of your users**
- If students choose to work on a project where the problem was identified in the survey he/she can skip the first step and do a smaller survey around the problem identified.
- If the student chooses a new area they he/she has to first do the survey and then move to the second step

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|  | - **In the second step the student will work on DEFINE - combining all their research and laying it out Problem tree and 5 whys ( an additional step )**<br>- **In the next step they will begin to ideate to see what could the probable solutions for this problem be**<br>- Let's try an example<br>- In these areas let's choose one area to work with<br>- Cleaning drinking water<br>- Now let's imagine a Problem statement - "Water received in the taps in village X is contaminated which is leading to many health related problems since 2019"<br>- STEP 1: Think of all the ideas/ solutions you can - Remember - don't judge the solutions just write them down<br>- Great - how many ideas were you all able to come up with<br>- Super now let's keep this template in mind and think<br>- The solutions could be<br>- A Product<br>- A Service<br>- In depth findings and propose solutions to relevant bodies<br>- Set of Experiment<br>- Further Research<br>- Take another 10 mins and see if your solutions increase |  |

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|  | - Time's up<br>- How many were you able to come up with ?<br>- The next step is to finalize the one solution you will be working with<br><br>The solutions could be<br>- A Product<br>- A Service<br>- In depth findings and propose solutions to relevant bodies<br>- Set of Experiment<br>- Further Research<br><br>**Take another 5 mins to think of the solutions – SHORTLIST**<br><br>Keep this framework in mind while finalizing the solution<br>- Can I finish this project in 4 weeks<br>- Do I have the resources to work on the solution ( Monetary, Mentor, Local Body support etc.)<br>- How excited am I about this solution?<br>- Time's up, have you thought of the final solution?<br>- Note down the solution<br><br>**FINAL SOLUTION**<br><br>- **The next step is to prototype**<br>- For this step students will think of how the solution will look like in reality |  |

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|  | - What do you think they have to do next<br>- ‹gather responses›<br>- Prototype is the very first version of their solution put down on a paper<br>- It is a preliminary step before doing a sample or project plan for your project<br>- A prototype can be done for any of the type of solution they choose<br><br>Eg if it is a social product then they can do a physical model, diagram, sketch  of it<br><br>Eg if it a service then they can put down a storyboard on how they will do the service, who all will they speak to, service etc<br><br>Eg if their solution is to do experiments<br>Sample: take the water and see how to treat it, then they will make diagrams of the steps they will take, who all will they work with<br><br>Eg if they are doing an internship with the waterboard<br>Their prototype will be to note down the steps they will take to get to the internship and what till they do next<br><br><br>Let's try and think of a prototype for the solution we finalized<br>    - You have 5 mins to work on your prototype |  |

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**Session 4 - Week 8 in depth and Mentor training sessions detail**

| Outcomes | Participants will be able to |
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| | 5. Participants are able to understand Week 3-8 of student curriculum |
| | 6. Participants will know what they need to do to train mentors |
| Time | 90 minutes |
| Materials | PPT - Will Be Shared |
| | Notebook for each teacher |

| Section | Instruction | Time |
|---|---|---|
| **Introduction to Week 8** | Once the students have finished their projects in week 7 they will collate all the work they have done and work on project reporting for which they will be grade | **30** |
| | Here's what the government has asked them to do | |
| | - Share the project report part and let them go through | |

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| | for 10 mins | |
| **Mentor training sessions next steps + resources available** | Discuss About the Next Steps and Plan of Action | **30** |
| | Resources: show them the drive will all details added in, hand book + other requirements | |
| **QnA** | - Spend the next 10 mins for questions if any | **10** |
| **Gratitude wall** | - Give post it's each and mention that through this journey we have individually come so far being the champions of this project<br>- Let's celebrate our personal achievement<br>- Write down one thing that you are proud of yourself<br>- One more thank you for a team member / teacher who helped you through this journey - write down their name and what did they do to help you | **15 mins** |

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