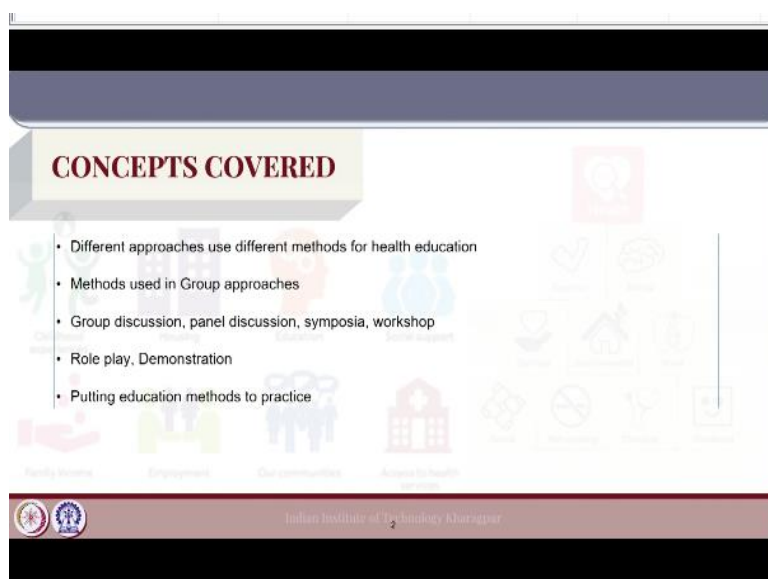


Basics of Health Promotion and Education Intervention
Prof. Dr. Madhumita Dobe
Department of Health Promotion and Education
All India Institute Hygiene and Public Health-Kolkata

Lecture-32
Health Education Method: Part-II

In this session on the course of basics of health promotion and education intervention we will be talking about health education methods.

(Refer Slide Time: 00:25)





The session will cover different approaches using different methods for health education. Methods used for group approaches particularly like group discussion, panel discussion, symposia, workshop etcetera along with role plays and demonstration and finally some idea about putting these educational methods into practice.


(Refer Slide Time: 00:51)


METHODS USED IN GROUP APPROACHES

Group discussion

- Group discussion is considered a very effective two-way method of health communication where people learn by exchanging their views and experiences.
- To be effective, the group should comprise not less than 6, and not more than 12 people. Larger the group, lesser the participation and discussion.
- Time: The talk along with showing visual aids, should take about 20 minutes. Another 20 minutes should be allowed for questions and discussion.





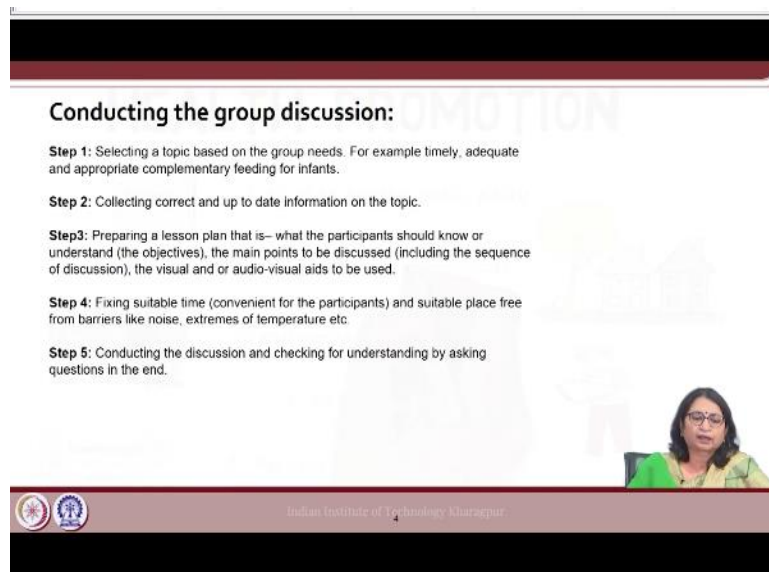
Indian Institute of Technology Kharagpur

We all know that these are the commonest methods used. Group approaches are very commonly used in health education, interventions. So, let us deal with group discussion first. Group discussion is considered a very effective two-way method of health communication because here people learn by exchanging their views and experiences; it allows this in a group situation.

To be effective the group should comprise not less than 6 and not more than 12 people, if we have a very large group participation and discussion is less because people tend to talk amongst themselves and distract. So, 6 to 12 is a good group number. Time: A group discussion has to be ended in a particular time. The talk along with showing the visual aids should take about 20 minutes.

And another 20 minutes should be devoted for questions and answers and discussions because that is the crux and that is the essential element of any group discussion.

(Refer Slide Time: 02:06)



Conducting the group discussion:

Step 1: Selecting a topic based on the group needs. For example timely, adequate and appropriate complementary feeding for infants.

Step 2: Collecting correct and up to date information on the topic.

Step 3: Preparing a lesson plan that is-- what the participants should know or understand (the objectives), the main points to be discussed (including the sequence of discussion), the visual and or audio-visual aids to be used.

Step 4: Fixing suitable time (convenient for the participants) and suitable place free from barriers like noise, extremes of temperature etc.

Step 5: Conducting the discussion and checking for understanding by asking questions in the end.

Indian Institute of Technology Kharagpur

So, in conducting a group discussion there are several steps which need to be followed. The first step of course is selecting a topic based on the group needs which have been identified a priori according to the formative research conducted in the audience, amongst the audience the priority audiences we have to select a topic.

For example, timely adequate and appropriate complementary feeding for infants can be one such topic in a group where the complementary feeding practices show inappropriate timing and inadequate components. Then what do we do? We need to collect correct up-to-date information on the topic. A discussion can have several questions, several sort of queries. So, the person conducting the discussion must have correct and up-to-date information on the topic.

Third step would be preparing a lesson plan. It is just like taking a class, what the participants should know or understand that is the objectives of the discussion. Then the main points to be discussed and also deciding on the sequence in which they will be discussed and finally the visual or the audio-visual aids which will be used for this purpose, all these need to be decided beforehand.

Fourth step would be to fix a suitable time. Now this suitable time is not only the discussants suitable time, it should be convenient for the participant as well and in a suitable place free from barriers, suppose you are having a group discussion just next to a place or a person or a booth which is selling say rat killers or rat killing poisons and they are shouting at the top of their audio-visual aids like mice.

So, the person will not, the people in your group will not be able to hear anything or suppose extremes of temperature, it is very hard, there is no ventilation in the venue where you have arranged this group discussion. So, a suitable time and a suitable place have to be planned beforehand and finally conduct the discussion, check for understanding by asking questions in the end.

We often finish the first part but do not devote time for the second part, but that is the crux. In any discussion particularly in a community situation it is very important to check the understanding of the target audience by asking questions in the end.

(Refer Slide Time: 04:42)



Panel Discussion

- The panel consists of a chairperson or Moderator, and 4 to 8 speakers/panelists, who sit and discuss a given problem in front of a group or audience.
- The Chairman opens the meeting, welcomes the group and introduces the panel speakers who are experts on the subject. He or she introduces the topic briefly and invites the panel speakers to present their points of view.
- There are no set speeches, but only informal discussion among the panel speakers. The discussion is spontaneous and natural.
- After the subject has been discussed by the panelists, the audience is invited to take part. If properly planned and guided by the moderator, panel discussion can be an effective method of health communication.

We also use another format very frequently that is panel discussion particularly in scientific settings. Now but we use it loosely, an ideal panel discussion has a panel which consists of a chairperson or a moderator and 4 to 8 speakers or panelists, who sit and discuss a given problem in front of a group or audience, it is not like going up and giving a lecture on a particular topic or a part of a topic.

That is not a panel discussion, we pick up a problem and there are a group of experts who can then discuss this problem from various perspectives. The chairman opens the meeting, welcomes the group, introduces the panel speakers who are basically experts on the subject. Then he or she would introduce the topic very briefly and then invite the panel speakers to present their points of view on that problem.

There are no set speeches, set speeches are not panel discussions, but in a panel discussion there would be informal discussion. These people are very great experts with a lot of experience, so they have informal discussion spontaneously and naturally and the discussion revolves around the problem. After the subject has been discussed by the panelists the audience is invited to take part in it.

Now this depends upon the skill of the moderator. A panel discussion heavily relies on the skill of the moderator, if it is properly planned and guided by the moderator a panel discussion is a very effective method of health communication.

(Refer Slide Time: 06:22)

Symposium

- A Symposium is a series of speeches on the selected subject by experts.
- There is no further discussion on the subject by the experts.
- In the end, the audience may raise questions and contribute to the Symposium.

Indian Institute of Technology Kharagpur

We also commonly use another term symposium. Symposium is a series of speeches on the selected subject by experts, but there is no further discussion. The expert will come, give the speech, go back and that is the end of it. In the end of course the audience may raise questions but no spontaneous free discussion happens, it is just that the experts are expected to come and give a speech and stop there. So, symposium is a series of speeches on a selected subject by the experts.

(Refer Slide Time: 07:02)

Workshop

- The Oxford English Dictionary defines a workshop as **'a meeting at which a group of people engage in intensive discussion and activity on a particular subject'**
- The participants are **divided into small groups**, and each group chooses a leader and a rapporteur.
- Each group solves a part of the problem or provides recommendations with the help of experts.
- The workshop method **focuses on participatory, hands-on learning; small-group activity and problem solving; pair and small-group discussions; etc.**
- "Active" rather than "passive" nature of the experience

Indian Institute of Technology Manager

The slide features a background image of people in a workshop setting. A video inset in the bottom right corner shows a woman with glasses and a green top speaking. The slide has a dark red header and footer with logos on the left.

And another terminology which we use again is workshop. Now according to the oxford English dictionary, a workshop is a meeting in which a group of people engage in intensive discussion and activity on a particular subject. So, let us remember two things, there has to be discussion and there has to be activity towards something which comes out in the end.

So, a workshop has to have a report, recommendation, suggestion, something in the end, it is not like you come together, have a series of speeches and people discuss amongst themselves and go back no, there is discussion and activity. So, usually in a workshop participant are divided into small groups and each group has to choose a leader and a rapid tier for discussing and putting it down and then sharing it in the group.

So, usually a problem is divided into parts and each group solves a part of the problem or provides recommendations with the help of experts. Experts are also allotted into these different groups. So, the workshop method we have to remember focuses on participatory methods, it is not like somebody says and somebody listens everybody participates, there is hands-on learning.

Everybody participates in doing something, it is a small group activity, you cannot have a huge group sitting together and conducting a workshop, it has to be divided into small groups. There has to be some problem solving in the end and usually we do it in pairs or small group discussions etcetera. So, we have to remember workshop is an active method; it is not a passive method unlike some of the other methods like symposium which we have already discussed.

(Refer Slide Time: 08:55)

Role Play

- Role Play or socio-drama is the acting out of real-life situations and problems.
- **Purpose:** By acting out real life situations, people understand the cause of their problems and the results of their own behavior. It is particularly useful for addressing problems of attitudes and values.
- **Group size:** Role playing is usually done with small groups to ensure that all participants can observe the role play.
- **Time:** a role play should last for about 20 minutes. The play should be stopped when the players have solved the problem or the players are getting confused or the audience looks bored. Another 20-30 minutes should be allowed for discussion to focus on the important issues reflected through the play.
- **Process:** Players are selected from the group members who then receive a description of the character he or she has to play. From the description, the player makes up the action and dialogue as the Role play progresses. Enacting the roles as they have observed or experienced in real life situations e.g., the pregnant mother in an antenatal clinic, the ASHA worker on a home visit, etc. Role play is followed by debriefing and discussion of the problem. Other group members watch carefully and at the end of the play, during debriefing, they discuss their reactions and what could have been done differently to get better outcomes.

Indian Institute of Technology Kharagpur

8

Now there are some more active methods like role play, often we mistake it, we prepare a skit and give it to two people and ask them to act it out and say that is a role play no. Role play is basically also known as socio drama is the acting out of real-life situations and problems. Here you do not prepare it beforehand. Suppose the purpose is to act out the real-life situation so that people will understand the cause of their problems and the result of their own behaviour.

Now if it is my own behaviour, I should be asked to participate in a role play where a teacher is teaching the student, a group of ANM's can be taken to enact the situation of an ANM visiting a household or Asha's visiting a household. So, whatever situation they are in they will enact that out, no fixed script or skit should be provided and they should be informed just a couple of minutes before.

That well why do not you show us, what you do in a household? So, somebody will be the listener or the member of the household and one person who's actually in Asha will go and do it and having done that the group then identifies what was not right or rather what could have been done better and then you can repeat it with doing the things better. So, basically it is useful for addressing problems of attitudes and values more than knowledge.

So, when you want people to look into the attitudes and values which they are not doing right it is good to adopt the system of role play or this method. Role play is usually done in small groups, so that everybody can see what is happening. A role play similar to a group

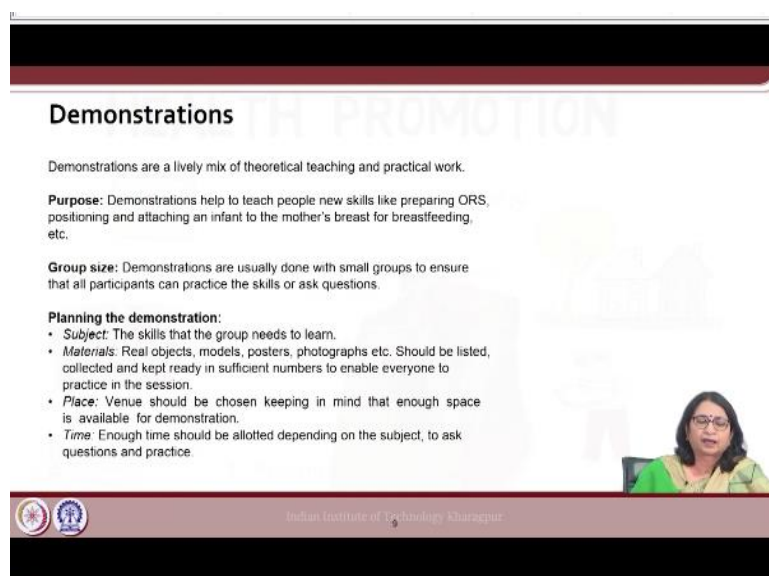
discussion should not last for more than 20 minutes. Play should be stopped when the players have solved the problems or the players are getting confused.

And the audience is getting bored because sometimes we keep on repeating. Another 20 or 30 minutes should be allowed for the discussion to focus on the important issues what did the people see, what were the issues which they saw reflected in the play? The players are selected from the group members who then receive a description of the character which he or she has to play.

From the description the player will make up the action and dialogue, just as it progresses, enacting the roles as they have observed or have actually done in the real life situations. For example a pregnant mother in an antenatal clinic Asha worker on a home visit etcetera, but in the end the most important process just like in group discussion you have to check understanding.

In role play debriefing and discussion of the problem is very, very important, it is not like that is finished and it is over no. We need to debrief about what people have understood looking at it, what were the issues and what do they feel? During debriefing they will all discuss their reactions and what could have been done differently according to them to get better outcomes. So, that is the beauty of role plays. It allows people to look into or to reflect on their attitude's values etcetera.

(Refer Slide Time: 12:22)



Demonstrations

Demonstrations are a lively mix of theoretical teaching and practical work.

Purpose: Demonstrations help to teach people new skills like preparing ORS, positioning and attaching an infant to the mother's breast for breastfeeding, etc.

Group size: Demonstrations are usually done with small groups to ensure that all participants can practice the skills or ask questions.

Planning the demonstration:

- **Subject:** The skills that the group needs to learn.
- **Materials:** Real objects, models, posters, photographs etc. Should be listed, collected and kept ready in sufficient numbers to enable everyone to practice in the session.
- **Place:** Venue should be chosen keeping in mind that enough space is available for demonstration.
- **Time:** Enough time should be allotted depending on the subject, to ask questions and practice.

Indian Institute of Technology Kharagpur

Another thing which we commonly use is demonstrations. Demonstrations are a very lively mix, you know where you can mix theory and practice, teaching and practical work. Demonstrations are basically used to help, teach new skills, skill teaching is basically through demonstrations when doctor learns or a student undergraduate MBBS students goes and attends an OT they actually see how this operation is conducted.

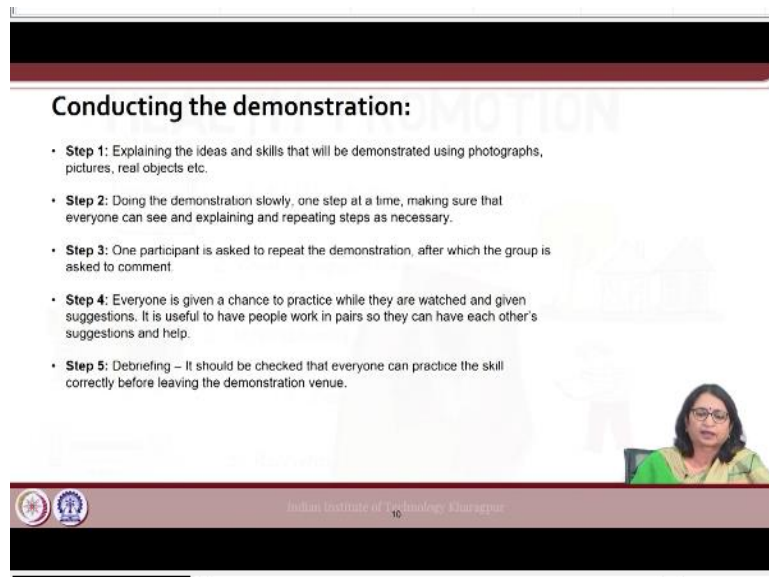
Similarly, so demonstrations teach skills like preparing virus, positioning and attaching an infant to the mother's breast, all these are skills, particularly hands-on practices. So, here again we need small groups because we need people to see what is going on and they can practice, they can ask questions. So, to plan the demonstration firstly we need to write down which are the skills that we want the group to learn.

It is very important to decide on this beforehand. Next, we need to decide on the material, do we need real objects like do we need a bottle, do we need safe drinking water, do we need packets of ORS or whatever, do we need models, do we need posters, photographs whatever? That should be listed, collected and kept ready in sufficient numbers because essentially and in an ideal demonstration each participant should be allowed to practice.

So, unfortunately sometimes we miss out on this, so the whole purpose of the demonstration gets lost sometimes. So, sufficient numbers if possible or at most a pair can share one. Then comes the place; the place of the demonstration the venue should be chosen that there should be enough space available and the seating should be such that every participant is able to see it being performed.

Otherwise, they will not understand and enough time should be allotted depending on the subject to ask questions and practice. Debriefing is done here as well; after finishing the demonstration people are asked to actually practice it in front of everybody else, ask questions if they have problems, clarify doubts if they have any. So, these are absolutely essential in order for people to understand skills and practice it properly in future.

(Refer Slide Time: 15:01)



Conducting the demonstration:

- **Step 1:** Explaining the ideas and skills that will be demonstrated using photographs, pictures, real objects etc.
- **Step 2:** Doing the demonstration slowly, one step at a time, making sure that everyone can see and explaining and repeating steps as necessary.
- **Step 3:** One participant is asked to repeat the demonstration, after which the group is asked to comment.
- **Step 4:** Everyone is given a chance to practice while they are watched and given suggestions. It is useful to have people work in pairs so they can have each other's suggestions and help.
- **Step 5:** Debriefing – It should be checked that everyone can practice the skill correctly before leaving the demonstration venue.

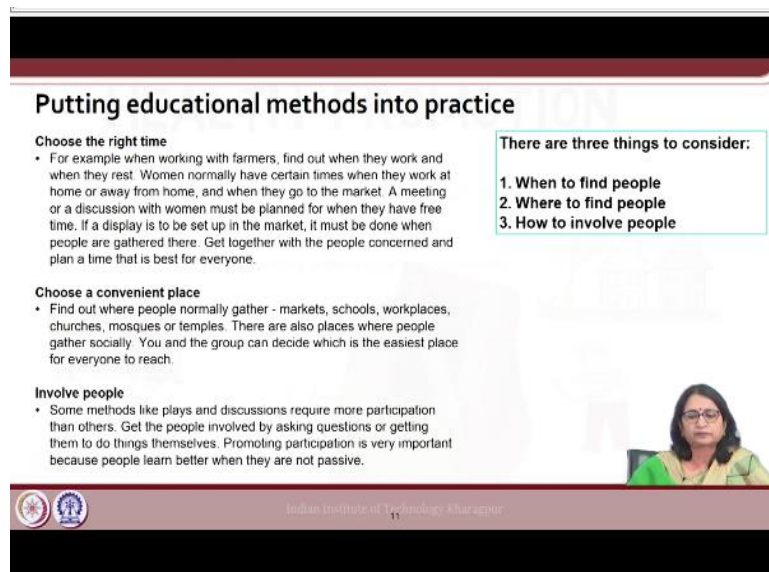
Indian Institute of Technology

So, in conducting the demonstration the first step is explaining the ideas and skills that will be demonstrated. First you do it theoretically, use photographs, pictures, real objects and explain the idea. Second one has to actually do the demonstration but demonstration cannot be hardly done, one has to do it slowly, one step at a time, making sure that everyone can see and explaining steps repeating them if necessary.

This part is very, very important and should be patiently done. As the third step if there is not a lot of time one participant is first asked to repeat the demonstration and the group is asked to comment when he or she demonstrates. Finally, everyone is asked to practice it in their own wherever they are seated they can practice it. One has to watch what they are doing and give suggestions.

So, it is useful to have people work in pairs sometimes because one person can correct the other. So, they can practice in pairs, they can suggest and help each other. Finally in all these group methods debriefing is a very important component, it should be checked that everyone can practice the skill before they leave the demonstration venue, any queries, any clarifications, anything which they want to know must be told before they are confident about doing that skill. So, demonstration it takes time, but it is a wonderful method of imparting skills.

(Refer Slide Time: 16:48)



Putting educational methods into practice

Choose the right time

- For example when working with farmers, find out when they work and when they rest. Women normally have certain times when they work at home or away from home, and when they go to the market. A meeting or a discussion with women must be planned for when they have free time. If a display is to be set up in the market, it must be done when people are gathered there. Get together with the people concerned and plan a time that is best for everyone.

Choose a convenient place

- Find out where people normally gather - markets, schools, workplaces, churches, mosques or temples. There are also places where people gather socially. You and the group can decide which is the easiest place for everyone to reach.

Involve people

- Some methods like plays and discussions require more participation than others. Get the people involved by asking questions or getting them to do things themselves. Promoting participation is very important because people learn better when they are not passive.

There are three things to consider:

1. When to find people
2. Where to find people
3. How to involve people

Indian Institute of Technology, Kharagpur

Now we have a host of educational methods; lots and lots of them we have just discussed a few in detail. But to actually implement or putting it into practice firstly there are three things to consider, because you got to do it with people. So, when to find people? A very casual approach what we usually adopt is what is convenient time for us, we go and ask people to come in the time convenient for us.

That will not give us the best results, probably we will miss out on the priority audience, we will miss out on the influencing audience's etcetera. So, from the people we have to understand which are the times which are convenient for them and then at a mutually convenient time, it is not like we can play according to them always but try to fix up a mutually convenient time and location.

Where to find people, there are places which are accessible, there are places which are not accessible for various reasons might even be social norms might be cultural barriers might be so many other issues. So, we need to find out from them which place would be most accessible, where can they go easily, where can they sit, where can they participate and how to involve these people.

So, choosing the right time; for example, when working with farmers you want to tell them something about healthy practices in agriculture, like use of pesticides, what should they be doing, use of PPE personal protective equipment and things like that. So, you need to find out where they work, when they work, when they rest, because if you plan something it is their working time you will not find any of them, coming to the venue.

Women normally have certain times when they work at home or away from home or when they go to the market, so you have to be aware of these timings, a meeting or a discussion with the women so has to be prepared when they have free time. If a display is to be set up in a market you have to know when do people go to the market, because if you put it up at a time when there is nobody then it will not serve its purpose.

Get together with the people concerned and plan a time that will suit and is best for everyone. Next is the place; one has to choose a convenient place, we need to find out beforehand where do people in this place normally gather, it can be markets, it can be schools, it can be workplaces, churches, mosques, temples and there can be social gathering places also. So, again by mutual consensus one has to decide which is the easiest place where everyone can reach and involve people.

This is the most important aspect of changing or engaging the community and making them owners of the future motivational changes which they will bring about in the community. So, some methods like plays and discussions will require more participation but, in every method, get people involved, keep asking questions, get them to do things themselves. So, promoting participation is very, very important in these group methods.

No person should be passively sitting in any group method. So, ensure that it is participatory, people are actively participating, conduct all these methods, implement these methods with appropriate planning and follow the proper steps and ultimately in each of these steps debrief and check for understanding to understand whether this effort has been worthwhile or you need to modify it if in future for better results.

(Refer Slide Time: 20:54)

CONCLUSION

- Different approaches and methods are used in health communication.
- Group approaches use methods like group discussions where people learn by exchanging their views and experiences, demonstrations for teaching skills, role plays to analyze attitudes and values.
- These are usually used among informal groups
- Methods used in formal groups include panel discussions, workshops, symposia, etc.
- Whatever method is chosen for application, they must be used choosing the right time, a convenient place and with active involvement of the audiences/participants.

Indian Institute of Technology Kharagpur

So, different approaches and methods we discussed which are used in health communication, group approaches use methods like group discussion where people learn by exchanging their own views and experiences. Demonstration for teaching skills, role plays to analyze, attitudes and values. There are host of other methods. These are usually used among informal groups, methods used in formal groups we have already discussed like panel discussions, workshops symposia etcetera.

But whatever method is chosen they must be used choosing a right time, a convenient place and with active involvement of all the audiences or participants.

(Refer Slide Time: 21:42)

RESOURCES

- Health Education, Advocacy and Community Mobilization Module: 9. Methods and approaches of health Communication [Internet]. [Cited 29 November 2021]. Available from: <https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=166>
- Health Communication Strategies – Rural health Promotion and Disease Prevention Toolkit [Internet]. Ruralhealthinfo.org. [cited 29 November 2021]. Available from <https://www.ruralhealthinfo.org/toolkits/health-promotion/2/strategies/health-communicationhealth-Communication>
- Health Communication Methods. [Internet] npin.cdc.gov. [cited 29 November 2021]. Available from: <https://npin.cdc.gov/pages/health-communication-strategies-methods>
- Dobe M; Health promotion and Education: Foundations for Changing Health Behavior 1st Edition 2022 Academic Publishers

Indian Institute of Technology Kharagpur

So, for those who want to know more about it please go through these resources which might help you, thank you.