



Practicing Local Activism

Part 1 - Training Room Practice

(2 hours)



Local Activism Series
Staff Skill Building Library
Raising Voices



This module is part of a *Staff Skill Building Library* developed by Raising Voices. The *Library* consists of competency based training modules designed to strengthen skills of staff implementing or supporting community-based violence against women (VAW) prevention programs. The *Library* is designed for organizations using *SASA! An Activist Kit for Preventing Violence against Women and HIV* but can be used by anyone working to mobilize their community to prevent VAW. If you are not using *SASA!*, simply replace the word *SASA!* wherever you see it in the text with the name of your methodology.

This module is part of the *Local Activism* series in the *Staff Skill Building Library*.

All materials in the *Library* can be downloaded at www.raisingvoices.org/staffskills.php or requested at info@raisingvoices.org. The *SASA! Activist Kit* can be downloaded at www.raisingvoices.org



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Written by Sara Siebert with Lori Michau
Artist: Marco Tibasima
Designer: Samson Mwaka
Photo: ©Heidi Brady

Raising Voices
Plot 16 Tufnell Drive, Kamwokya
P.O. Box 6770
Kampala, Uganda
Phone: (+256) 41 4531186
Fax: (+256) 41 4531249
info@raisingvoices.org
www.raisingvoices.org



Practicing Local Activism

Part 1 - Training Room Practice

(2 hours)

Note: This session should be conducted, if possible, after *Giving and Receiving Feedback* and *Local Activism Strategy and Activities*.



Objectives

- Gain practical experience in conducting common Local Activism activities.

Competencies

By the end of this session, participants will be able to:

- Demonstrate at least 1 common Local Activism activity.

Preparations

- Make copies or have available at least 4 different *SASA* Local Activism materials for conducting activities- have enough for 1/4 of participants to have one, so each participant gets 1 activity.
- Solicit the support of other, trained activity facilitators, if available.

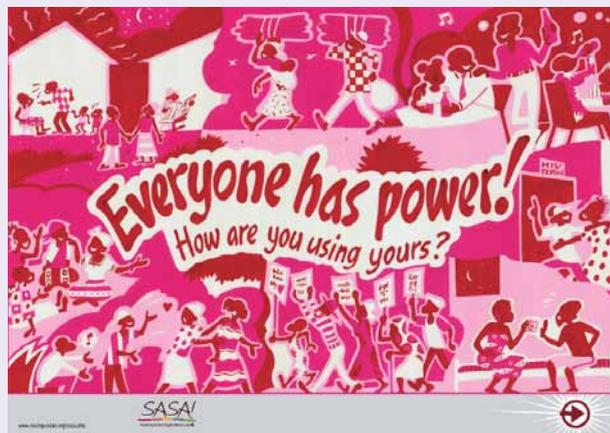


Steps

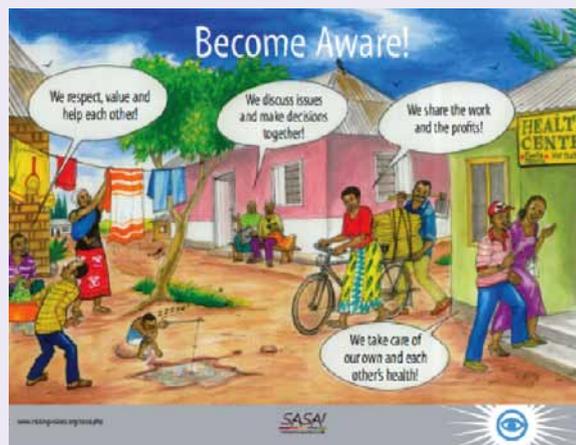
1. Explain: *In past sessions, we have talked about how the Local Activism strategy is crucial to creating a critical mass, and discussed a number of activities within the Local Activism strategy that can help us to create social change. Today we will practice our skills in using a few of those activities from SASA!*
2. Ask participants to count off 1-4¹ to create 4 groups, with the same number of participants in each group if possible—for odd sized groups, do not worry—just keep it as even as you can. (The following are suggested groups because of the shorter time needed for these activities, but other activities may be substituted depending on group needs).



Groups 1 and 2:
Awareness Quick Chats 1 and 2



Group 3: Power Poster



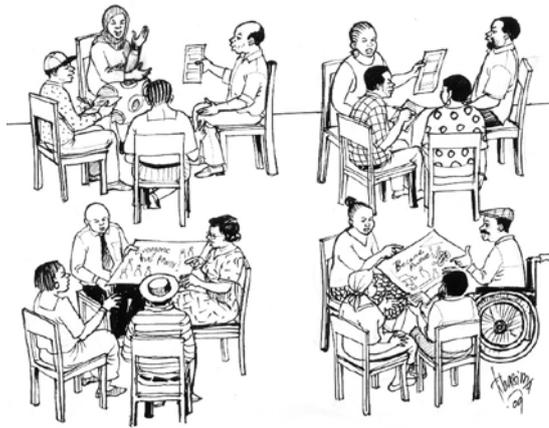
Group 4: Community Poster

¹ If the group size is less than 16, you may choose to have less groups.



3. Break into groups, and distribute materials to each group so each group member has 1 copy of the same material.

4. Ask each group to look at the activity they have been given, and examine the discussion questions related to them. They will decide who should practice first, and have 1 person role play as though they are the facilitators and the others are community members. The community members should be as realistic as possible, and will be asked to provide feedback to the facilitator at the end of the practice.



5. Ask groups to practice for 5 minutes. Facilitator(s) can rotate through the groups, listening to practice and making notes as appropriate.

6. After 5 minutes, call “stop!” Acknowledge that participants were probably not finished with the activity, and that is fine because there will be more opportunities to practice later in the session. Invite the “community members” to provide feedback to the person who was facilitating in the group. Facilitators can also provide feedback.

7. Ask a second person in the group to practice for 5 minutes, learning what they can from the demonstration they just saw from their fellow group member.

8. After 5 minutes, call “stop!” Repeat the feedback process until all group members have had a chance to practice their facilitation.

9. Come back together in plenary and ask for an overview of feedback. Ask: *What was difficult about your activity? What went well?*

10. Provide any overall feedback from facilitators.

11. Explain:

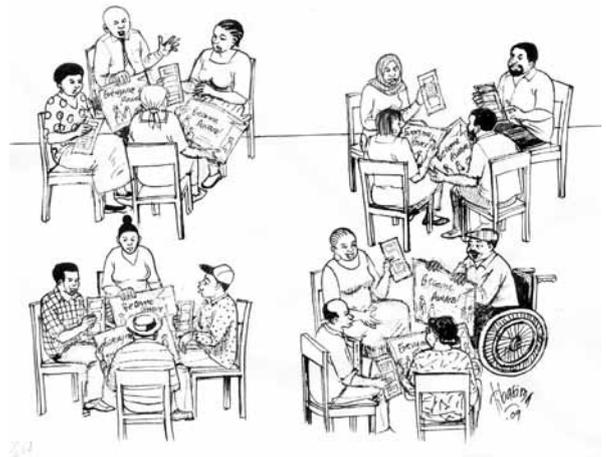
- *Next, will all the people in Group 1 (Quick Chat 1) please stand up?*
- *Each of you please stand in a different area of the room so we can form new groups. You will be the Quick Chat 1 experts in your group, and will practice it for the rest of your group, so they can see how it is done.*



12. Invite all the people in Group 2 to stand, and pair up with someone from Group 1. Have groups 3 and 4 join these pairs, so there is one person who has each of the 4 activities in each of the new groups.

13. If there are additional people because of an oddly-numbered group, invite those people to join other existing groups.

14. Explain: *Each person is now the ambassador for their type of activity, and will practice it for their "community members". Each group should also choose a time keeper who can keep the time to about 5 minutes per role play, and ensure only a few minutes each are spent on feedback. Groups with 5 members will only have 4 minutes each to do each activity.*



15. Allow groups to discuss and choose time keeper for 1 minute. Ask time keepers to raise their hands. Group 1 (Quick Chat 1) will begin the role play.

16. After 5 minutes, call "stop!"

17. Repeat the same feedback process as previously done.

18. Repeat this cycle for until each of the group members has practiced their activity. Let the groups mark their own time, going between different groups to listen briefly and remind participants to move on as necessary.

19. After about 30 minutes, remind groups we have only a few minutes left. Allow 10 more minutes so each group has seen each activity at least once.

20. Come back to plenary and debrief with participants. Ask the following questions to generate dialogue:

- *What was good about the facilitation you saw?*
- *What could be improved?*
- *Any questions or comments about the 4 activities we practiced?*

21. Answer any pending questions.

22. Explain: *We have had some chance to practice each activity, which will help us when we want to support Community Activists in their activity facilitation. Building our own skills at conducting activities is important to the overall success of the Local Activism strategy. We will have more time to work on these skills in the community.*

23. Schedule additional practice, as needed.



Validation Options

Validation Option: Activity in Training

Validation is another way to say “assessment” or “pre/post-test”. It is a strategy used to determine whether the participants in a training session learned what the facilitator intended for them to learn. Instructions for how to use validation methods can be found in *Training Validation Methods: A how-to guide for assessing participant learning* downloadable at www.raisingvoices.org/staffskills.php

This module is different in that it is, in itself, an individual or group validation of the competency:

- ☑ *Demonstrate at least 1 common Local Activism activity.*

During the practices, if there are sufficient facilitators to listen to each participant practice, it serves as individual validation. If there is only 1 facilitator who can listen to practices, it serves as group validation. Using an Activity Report Form as a guide, the facilitator(s) can rank each participant. What is their level of competency with their activity facilitation?

Note: There are no validation questions for this module.

