

## Module 5.1

# Infection Prevention

Purpose of this session is to Enhance knowledge and skills of participants to adapt infection prevention practices while providing Contraceptive family planning methods and services. This will reduce the risk of infection associated with procedure and facility related disease transmission to clients and protection of health care providers from exposure to disease at all levels.

### Objectives:

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

- Understand and explain how infection can be transmitted
- Recall essential elements of infection prevention
- Describe proper procedure for managing occupational exposure to blood and body fluid.
- Demonstrate and explain instrument processing following infection prevention guidelines.

### Module 5.1.1 Elements and Procedures of Infection Prevention

#### Materials:

- Power-point presentation – Over view of Infection Prevention
- Flip chart
- Infection Prevention skills checklist
- 0.5% Chlorine Preparation
- Hand Washing Dance video – 1 (3:40 minutes) [https://www.youtube.com/watch?v=\\_Wo4lv52ix0](https://www.youtube.com/watch?v=_Wo4lv52ix0)
- Stations for demonstration of different elements of infection prevention
  - Material for 5 stations are:

#### 1. Handling Sharps

~Syringes, suture needle, glass ampoules, injection vials  
~Different sharp containers:  
Water bottle (mineral)  
Cardboard boxes  
~Kidney Tray  
~Laminated Flyer on scoop Technique for Needle recapping (Fig 5.1.3 A, B)

#### 2. Hand Washing

~Chart paper with tape with sink drawn on it, to be pasted on the wall behind the station. (Fig 5.1.2)

#### 3. Waste Disposal

~ Domestic waste bin  
~ Different color bins for segregation of waste.  
~ Blue Bin for Non-Infectious and Mutilated plastic waste.  
~ Red Bin for Infectious waste  
~ Yellow Bin for body parts  
~ Hypodermic syringe with cap  
~ Acceptable sharp containers (such as well sealed shipping box, mineral water bottles)  
~ Unacceptable sharp containers (such as drink canes, open pierceable boxes)

#### 4. Preparation of 0.5% Chlorine

~ Plastic Mug  
~ Plastic bucket with lid cover  
~ Bleach bottle  
~ Instruction to prepare 0.5% chlorine solution (Fig 5.1.1 A, B)

#### 5. Personal Protective Barriers

~ Cap  
~ Goggles (eye protection)  
~ Mask/ face shield  
~ Apron/ mechontosch  
~ Gloves:  
- Surgical  
- Plastic/ latex  
- Utility  
~ Laminated picture of Personal protective barriers. (Fig 5.1.4)

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## Module 5.1.1 Elements and Procedures of Infection Prevention

**Time: 1.30 hours (90 minutes)**

### Instructions:

- Introduction on essential elements of infection prevention will be given using a power point presentation.
- Divide participants into 2 or 3 groups according to attending number of facilitators. Each trainer will facilitate 1 particular group for demonstration of all the stations.
- The trainers will then take the participants to each stations (set-up earlier) one by one and spend 10 minutes on each station to brainstorm and demonstrate various elements of infection prevention highlighting significant points at each station. For example: at Personal Protective Barrier station, tell participants about use of different types of gloves and how to put on and take them off.
- The trainers will then bring participants back in the room and conclude with Hand washing dance video.
- This informative video is developed by a group of Indonesian doctors, explaining the key steps of hand washing through dance steps.
- Trainer will encourage all participants to participate and learn the steps by following the dance steps as being displayed in the video.

## Preparation of 0.5% Chlorine

### 1.Using Liquid Household Bleach

Chlorine in bleach comes in different concentrations which can be made into 5% chlorine using following formula:

$[\% \text{ active chlorine in liquid bleach} / .0.5\%] - 1 = \text{Parts of water for each part bleach.}$

Example: to make 0.5% chlorine solution from bleach with 3.5% active chlorine, you must use 1 part bleach and 6 parts of water as shown in below figure 5.1.1 2c

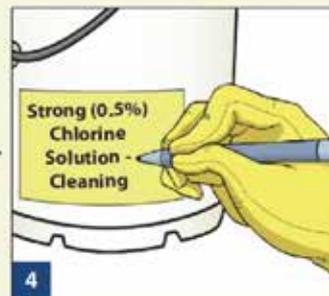
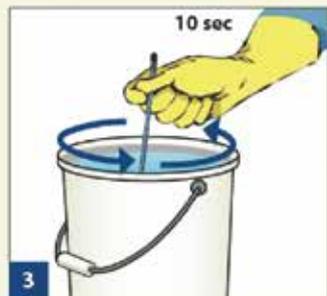
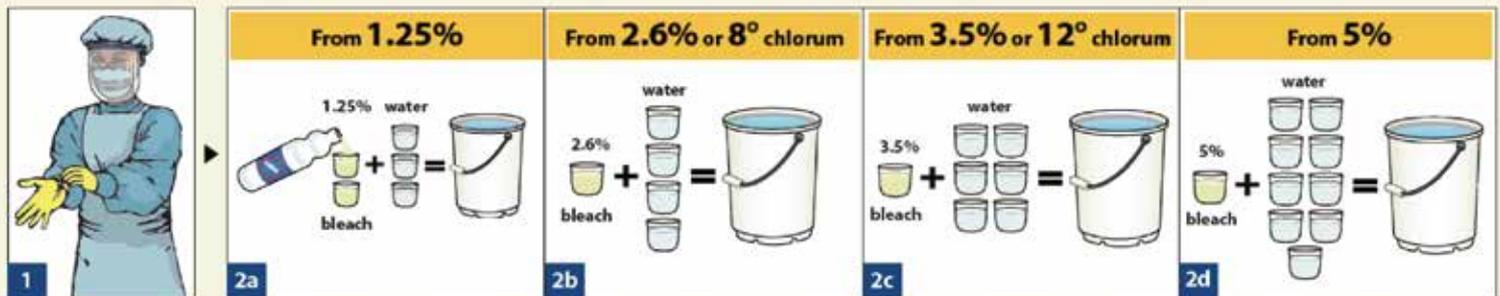
Fig.5.1.1 A

# Laminated Picture of 0.5% Chlorine Solution from Liquid Bleach

## How to Make Strong (0.5%) Chlorine Solution from Liquid Bleach

Use strong (0.5%) chlorine solution to clean and disinfect surfaces, objects, and body fluid spills.

**Make new strong (0.5%) chlorine solution every day.** Throw away any leftover solution from the day before.



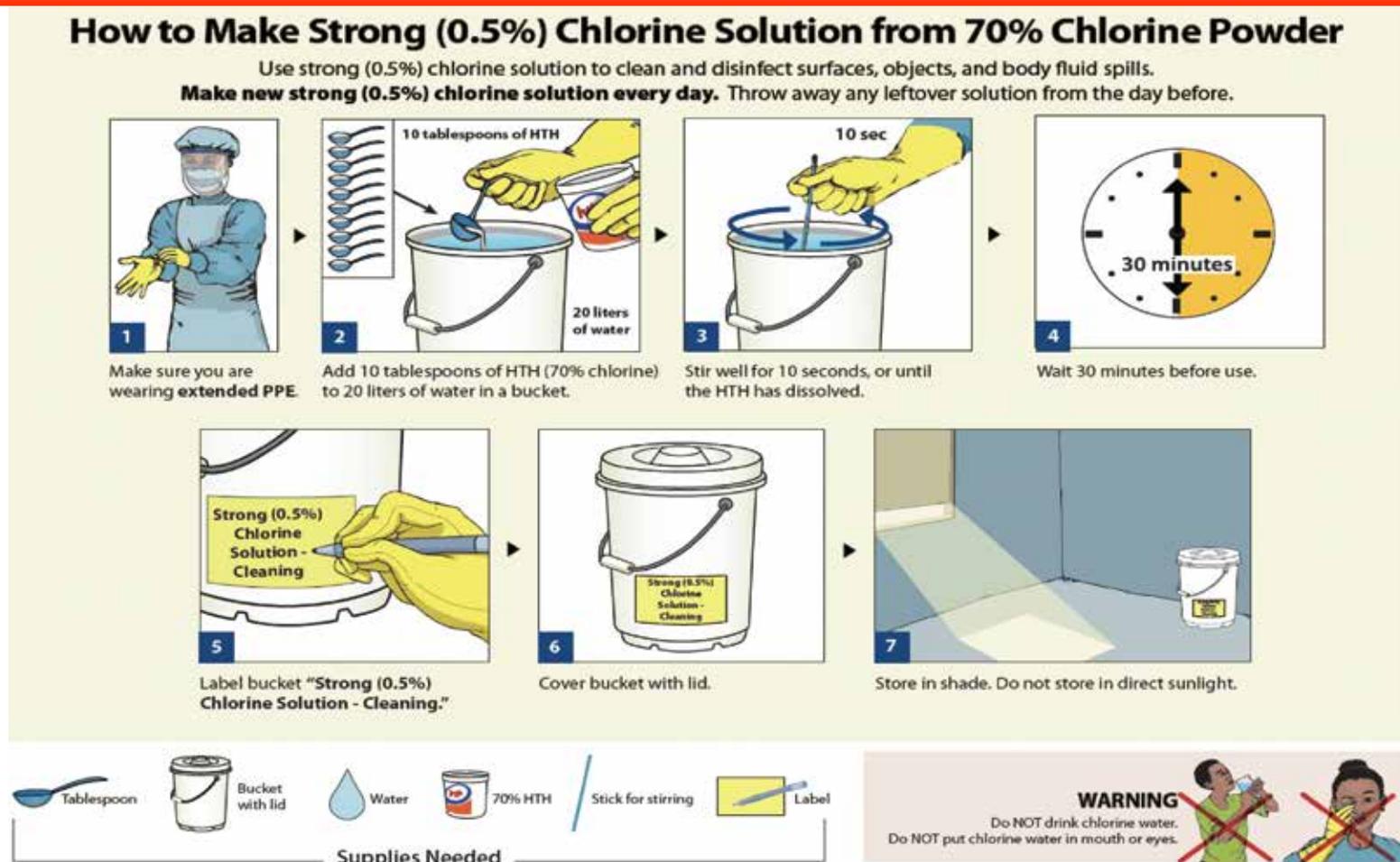
**[ 3.5% ÷ 0.5% ] = 7 - 1 = 6 parts water for one part of bleach**

Fig 5.1.1 B:

# Laminated Picture of 0.5% Chlorine Solution from Chlorine Powder

## How to Make Strong (0.5%) Chlorine Solution from 70% Chlorine Powder

Use strong (0.5%) chlorine solution to clean and disinfect surfaces, objects, and body fluid spills.  
**Make new strong (0.5%) chlorine solution every day.** Throw away any leftover solution from the day before.



- 1 Make sure you are wearing **extended PPE**.
- 2 Add 10 tablespoons of HTH (70% chlorine) to 20 liters of water in a bucket.
- 3 Stir well for 10 seconds, or until the HTH has dissolved.
- 4 Wait 30 minutes before use.
- 5 Label bucket "Strong (0.5%) Chlorine Solution - Cleaning."
- 6 Cover bucket with lid.
- 7 Store in shade. Do not store in direct sunlight.

**Supplies Needed:** Tablespoon, Bucket with lid, Water, 70% HTH, Stick for stirring, Label

**WARNING**  
Do NOT drink chlorine water.  
Do NOT put chlorine water in mouth or eyes.

## 2. Using Bleach Powder:

In case chlorine solution has to be made using Bleach powder, calculate the ratio of bleach to water using the formula given in fig : 5.1.1

Likewise, 5 table spoons for 10 liters of water and 1 table spoon for 2 liters of water.

Note: when bleach powder is used, the resulting chlorine solution is likely to be milky cloudy.

## 3. Using Chlorine-releasing Tablets

Note: WHO's 2016 infection Prevention Guidelines no longer recommend soaking instruments in disinfection prior to cleaning. Please follow the national guidelines for this step.

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Fig 5.1.2:

# Laminated Picture Hand washing steps

## How to Handwash?

WASH HANDS WHEN VISIBLY SOILED! OTHERWISE, USE HANDRUB

 Duration of the entire procedure: 40-60 seconds



Wet hands with water;



Apply enough soap to cover all hand surfaces;



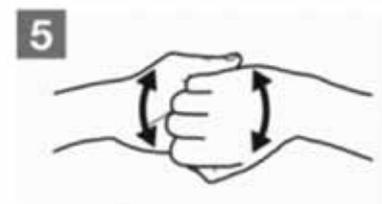
Rub hands palm to palm;



Right palm over left dorsum with interlaced fingers and vice versa;



Palm to palm with fingers interlaced;



Backs of fingers to opposing palms with fingers interlocked;



Rotational rubbing of left thumb clasped in right palm and vice versa;



Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa;



Rinse hands with water;



Dry hands thoroughly with a single use towel;



Use towel to turn off faucet;



Your hands are now safe.



World Health Organization

Patient Safety

A World Alliance for Safer Health Care

SAVE LIVES  
Clean Your Hands

Fig 5.1.3 A

# Laminated picture of Safe handling of sharps

**DO NOT PUT LOOSE SHARPS IN THE TRASH**

**7 BILLION SHARPS ARE DISCARDED IN THE TRASH EVERY YEAR.**

Up to 850,000 people are injured every year by sharps that are not discarded properly. Used sharps can cut people, infect them and spread disease.

[www.cdcmmidwester.org](http://www.cdcmmidwester.org) and [www.cdc.gov](http://www.cdc.gov)

**WARNING**

Needle stick injury can expose you to infectious diseases such as Hepatitis and HIV.

**TO AVOID INJURY...**

- Do not force sharps into container
- Do not put fingers inside container
- Do not remove needle
- Do not bend or break needle
- Do not recap needle

**USE A SHARPS CONTAINER**

**These are sharps**

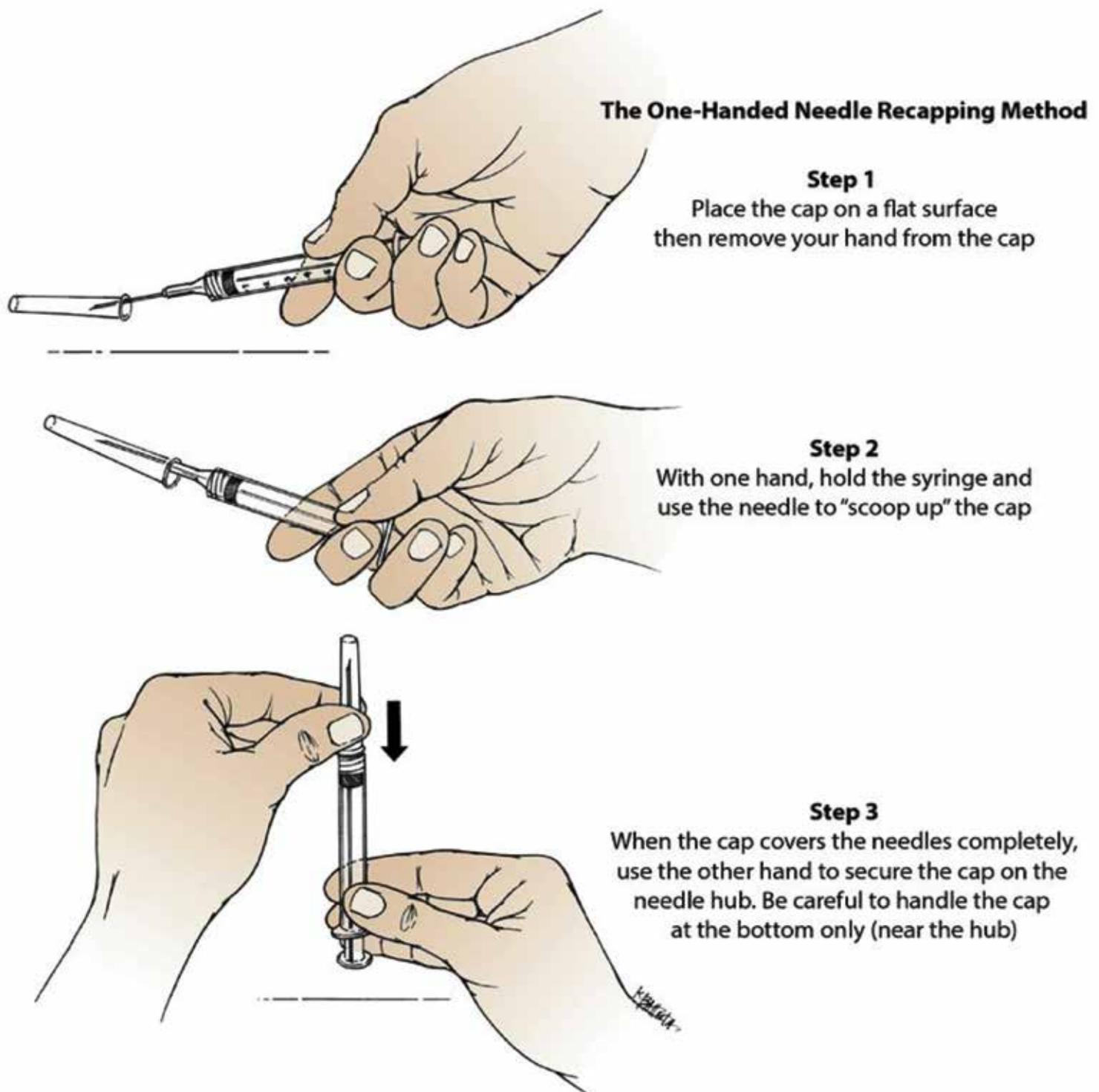
- Syringes
- Needle connectors
- Lancets
- Needles
- Auto injectors
- Infusion sets

**KEEP YOUR COMMUNITY SAFE**

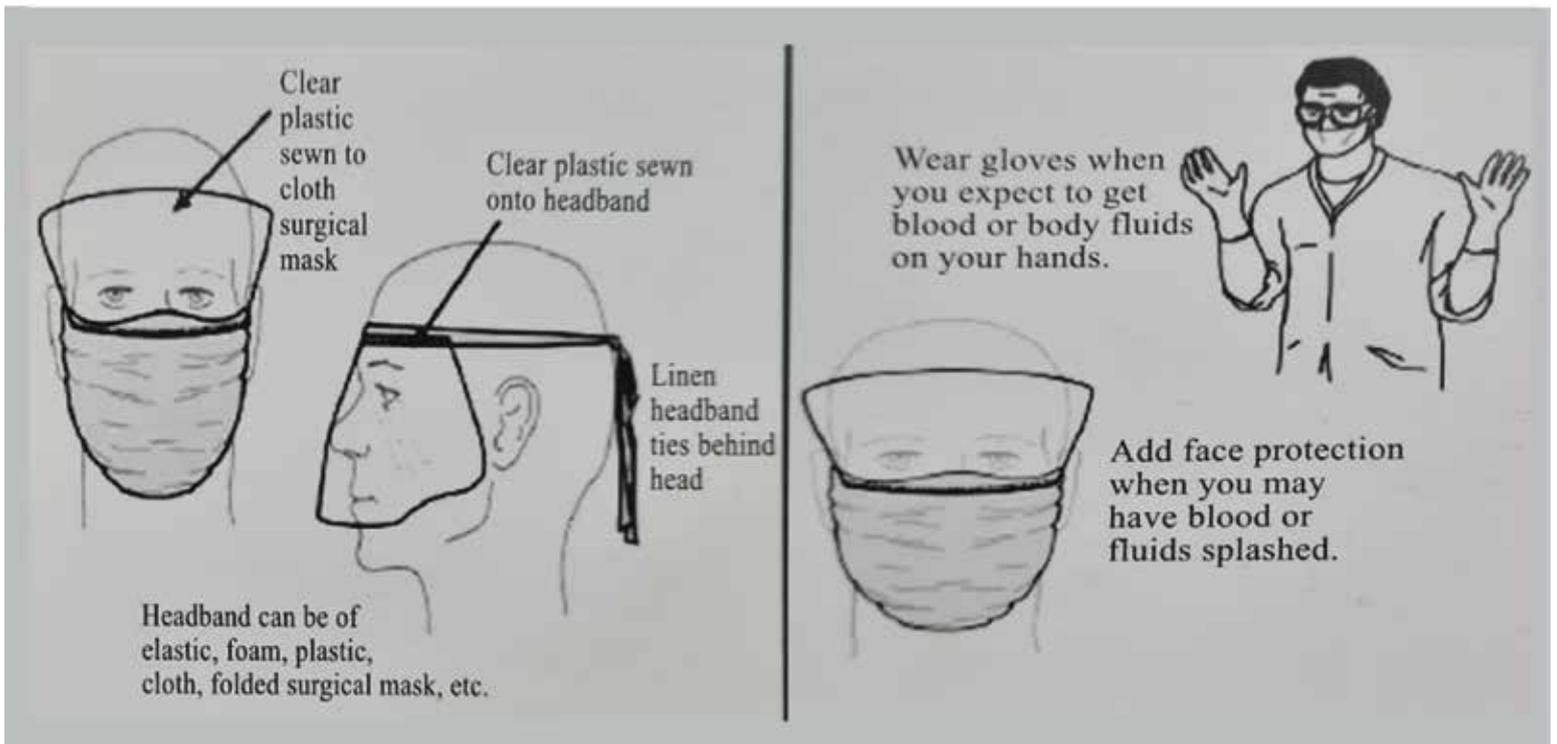
- DO NOT throw loose sharps in trash
- DO NOT put sharps in recycling
- DO NOT flush sharps down toilet
- KEEP OUT of reach of children

Fig 5.1.3 B:

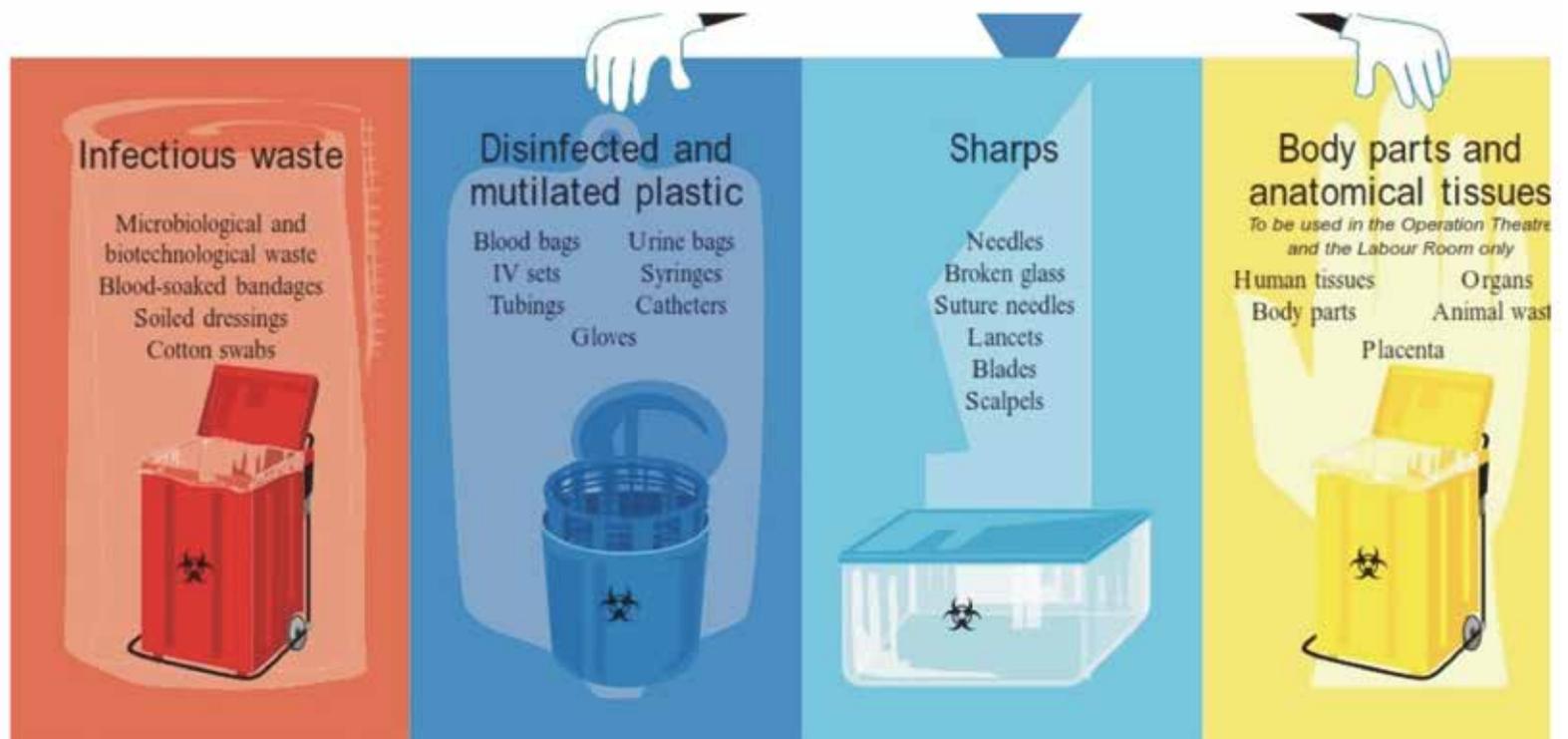
# Laminated picture Scoop Technique of Needle Recapping



**Fig 5.1.4: Laminated picture of Personal Protective Equipments**



**Fig 5.1.5: Laminated Different Colored Bins for Segregation of Waste**



## Module Fig 5.1.2:

# Instrument Processing

### Materials:

- Powerpoint Presentation on instrument Processing
- Instrument Processing Video
- Instrument Processing Stations:
  - Face mask
  - Cap
  - Goggles
  - Apron
  - Utility gloves
  - Rubber Boots
  - Separate buckets for Decontamination and washing with labels
  - High level disinfection (HLD) with:
    - a. Bleach
    - b. Cidex (Gluteraldehyde)
  - Pot to boil the instruments
  - Instrument kit etc
  - Chisel Forceps with drip tube tied to the handle
  - Laminated picture of :
    - Tap
    - Autoclave
    - Steps of instrument processing
    - Storage of Sterile instrument

### Time : 45 Minutes

- |   |            |
|---|------------|
| ● Power point Presentation                      | 10 Minutes |
| ● Video   | 15 minutes |
| ● Review instrument processing skills checklist | 10 minutes |
| ● Demonstration instrument processing           | 15 minutes |

### Instructions:

- Use Powerpoint presentation, to explain key steps of instrument processing and discuss four steps for processing instruments as follows:
  - Decontamination soak
  - Cleaning
  - Sterilization or high-level disinfection
  - Storage
- Give the instrument processing skills checklist for MVA to participants, allowing them to read it before going for demonstration.
- Remind that whether participants process instruments themselves or not, they should use this checklist to monitor when instrument processing is done in health facility.
- Explain participants that steps remain same for instruments processing whether they are being used and processed after interval IUCD, PPIUCD, implant or MVA services.
- Take participants to the station for instrument processing and demonstrate processing of instruments using the checklist.
- Bring the participants back to their seats and show them video on instrument processing and end the session.

Fig. 5.1. 6.A.

# Laminated picture of Tap/Running Water



Fig 5.1.6. B:

# Sterilization through Autoclave Flash card for Participants

گرین اسٹار کا پیغام صحت مند آپ ہم اور عوام

## آٹو کلیو کے ذریعے طبی آلات کو صاف کرنا



### آٹو کلیو کیا ہے؟

1 آٹو کلیو ایک ایسا آلہ ہے جو دباؤ، گرم بھاپ اور وقت کے ساتھ کام کرتا ہے۔ جب سٹرلائزیشن کو ترجیح دی جاتی ہے اور جراثیم کو مکمل طور پر ختم اور تباہ کرنے کا ارادہ ہو تو آٹو کلیو کا انتخاب بہترین ہے۔

2 بھاپ ایک موثر جراثیم کش ہے کیونکہ یہ کسی بھی جاندار کی سیل کی دیواریں اور پروٹین کو غیر مستحکم کرنے اور ختم کرنے کے لیے کافی درجہ حرارت جذب کرتا ہے۔

زیادہ تر ڈاکٹروں کے دفاتر یا لیبارٹریز میں ایک چھوٹی سی آٹو کلیو ہوتی ہے، اور یہ چھوٹے اور کم مقدار میں آلات کو جراثیم کش بنانے کے لئے استعمال ہوتے ہیں۔ یہ کسی پریشر کو کر جیسے دکھتے ہیں اور انکو آسانی کے ساتھ ایک جگہ سے دوسری جگہ لے جایا جا سکتا ہے۔

### آٹو کلیو کیسے کام کرتا ہے؟

3 خشک گرم ہوا کے مقابلے میں یہ زیادہ گرمی اپنے اندر جذب کر کے جراثیم کو مکمل طور پر تباہ کر دیتا ہے۔

4 آٹو کلیو کے طریقہ صفائی میں زیادہ طور پر دباؤ والا بھاپ استعمال کیا جاتا ہے۔ یہ تقریباً 212 درجہ حرارت تک کو حاصل کر لیتا ہے جس کے ذریعہ تمام جراثیم اور وائرس کو ختم کر دیتا ہے۔

5 اسپتالوں اور میڈیکل دفاتر میں دوبارہ استعمال سے قبل آلات کو جراثیم کش بنانے کے لئے آٹو کلیو استعمال کرتے ہیں۔

اپنے کلائنٹ کو پیچیدگیوں سے بچانے کیلئے ہمیشہ صاف اور شفاف آوزار کا استعمال کریں

Fig 5.1.6. C:

# Instruments Processing Flash card for Participants

گرین اسٹار کا پیغام صحت مند آپ ہم اور عوام

## طبی آلات کو بذریعے کلورین سلوشن صاف کرنے کا طریقہ



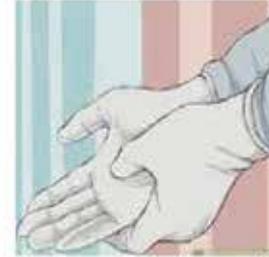
اب ان تمام آلات کو کو جاگ بنے ہوئے پانی میں رکھ کر کسی اچھے سکربر کے ذریعے مکمل صاف کریں۔



گندے آلات کو کلورین سلوشن میں ڈبو لیں، دس منٹ تک پڑا رہنے دیں تاکہ آلات مکمل طور پر جراثیم سے پاک ہو جائیں۔



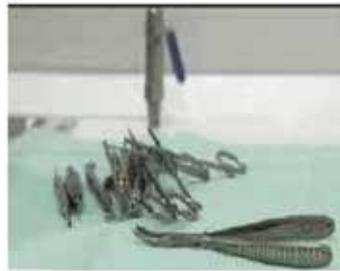
تمام گندے آلات ایک جگہ پر جمع کر لیں۔



کلورین سلوشن کے ذریعے آلات کو صاف کرنے سے پہلے ضروری دستاں ضرور پہن لیں۔



ان آلات کو کسی اچھے آلے کے ذریعے سکھائیں۔



اب ان آلات کو گرم ہوا سے سکھادیں۔



اب ان آلات کو صاف پتے ہوئے پانی سے صاف کیجئے۔ دس تا کہ کلورین سلوشن کی باقیات سے صاف ہو جائے۔

**CONTAMINATED**

استعمال شدہ آؤزار دوبارہ ہر استعمال مت سے بلکہ ان کو دوبارہ اسی عمل سے گزار کر صاف کیجئے



اب ان آلات کو کسی اچھے پیکر شدہ لفافے میں رکھ لیں تاکہ ہوا کا داخلہ ممکن نہ ہو۔

اپنے کمانڈ کو چھپیدگیوں سے بچانے کیلئے ہمیشہ صاف اور شفاف آؤزار کا استعمال کریں

# Instrument Processing Checklist

Skills	Yes	No	Comments
<b>1. Decontamination Soak</b>			
Fills a container with solution			
Submerges instruments / dip hands with gloves and rub them within solution before discarding them in bin			
<b>2. Cleaning</b>			
Wears barriers—gloves, gown, apron, face protection			
Cleans all instruments, removes tissue or blood, washes all surfaces in warm water and detergent if possible			
Uses a small brush to clean surfaces and inside			
Cleans until no material is visible upon careful inspection			
<b>3. HLD or Sterilize</b>			
<b>Method: Steam Autoclave (Sterilization)</b>			
Places instruments in paper or linen			
Places to allow steam contact to all surfaces, not obstructing openings			
Sterilizes at 121-132°C (250-273° F) for 30 minutes at 106 kPa (15 lbs/in <sup>2</sup> )			
Cools before use			
<b>Method: Glutaraldehyde (Sterilization)</b>			
Immerses instruments so solution fills them			
Soaks according to manufacturer's instructions (10 hours for Cidex)			
Removes with sterile forceps or gloves			
Rinses with sterile water			
Changes the solution every two weeks or per manufacturer's instructions			

<b>Method: Glutaraldehyde (HDL)</b>			
Immerses instruments so that solution fills them			
Soaks according to manufacturer's instructions (20 minutes for Cidex)			
Removes using HLD or sterile gloves or forceps			
Rinses with sterile or boiled water			
<b>Method: 0.5% Chlorine (HLD)</b>			
Immerses so that solution fills instrument			
Soaks in 0.5% chlorine solution for 20 minutes			
Removes using HLD or sterile gloves or forceps			
Rinses with boiled or sterile water			
Changes chlorine solution at least daily			
<b>Method: Boiling (HLD)</b>			
Ensures water is at a rolling boil			
Boils instruments for 20 minutes			
Removes using HLD or sterile gloves or forceps			
<b>4. Handling, Storage, Reassembly</b>			
Keeps instruments in covered containers, protected from contaminants			
If instruments processed using chemicals or boiling, reprocesses prior to next use if not used the same day			
Keeps only a few instruments in each container			

Fig 5.1.7:

# Steps of Instruments Processing



## Module 5.2:

# Adverse Event Reporting:

### Materials:

- Power point presentation

**Time: 10 Minutes**

### Instructions:

- o Discuss adverse events type through poerpoint point presentation with some examples.
- o Explain why they happen and hoe to respond/report them.
- o Clarify, that adverse event reporting system should be practise as a learning exercise to avoid similar cases happening in future.

## Icebreakers

The first day of a training course is essential to its success. It is important to start the course on a positive note by making sure all of the participants feel comfortable and get to know each other as soon as possible. The activities the trainer or facilitator uses at the beginning of a course to help the participants get to know each other are known as icebreakers or introductions. This section lists a number of icebreakers and introductions you can use (adapted from JHPIEGO's ReproLine® training resources).



### 1) Unique characteristics

Even if the participants already know each other, the clinical trainer must get to know them. Instead of asking participants to say their names, the trainer can divide the group into pairs and give participants a few minutes to interview each other. Then, each participant should introduce their partners by name and to share at least two unique characteristics about them.

### 2) Your favorite things

The trainer divides the group into pairs and ask participants to tell each other their favorite food or name the animal they feel best describes them and why. This information is shared with the group when participants introduce their partners.

### 3) Ball toss

Participants and the clinical trainer form a circle and toss a soft ball around the circle. Participants state their names as they catch the ball. After a few minutes, when they catch the ball, they call out the name of the person who tossed it to them. This activity can also be used throughout the course by substituting a quick information exchange for people's names. For example, the trainer may ask, "What is dual protection?" The ball is tossed around the circle and participants call out a different indication as they catch the ball.

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## 4) Adjectives with initials:

Ask participants to introduce themselves by telling their names, designations and name of organization work place, but with a twist. Twist is to add an adjective as a prefix to their name which start from the same alphabet as their name and best describes them too. For example : Kind Kiran, Responsible Rabia , Marvelous Maryam etc. Also ask them to share their one weakness and one strength with the group.

## 5) Nametags

The trainer prepares a nametag for each participant and places the nametags in a box. Each participant picks a nametag from the box. Participants locate the person whose nametag they drew and introduce themselves. (This is especially useful for larger groups—20 or more.)

## 6) Find the missing piece

The facilitator prepares pieces of paper, enough for everybody in the group. The papers include words that are split into two, for example:



COCOA	BUTTER
MILE	STONE
ICE	CREAM

Each person picks one piece of paper and then begins to look for the person who has the matching word. When the participant has found her/his match, s/he should to know the other person. Then, they will be asked to introduce one another to the rest of the group.

An alternative is to use words that are opposites. For example:

<b>BLACK</b>	<b>WHITE</b>
<b>UP</b>	<b>DOWN</b>
<b>LEFT</b>	<b>RIGHT</b>
<b>HOT</b>	<b>COLD</b>

## 7) Birth Order:

### Material:

Signed labelled

- Only child
- Eldest child
- Middle child
- Youngest Child

### Instructions:

- Post each signs at different corners of the room
- Ask participants to go the appropriate corner of the room based on their birth order.
- When everyone has gone to their positions, ask each group to discuss what special characteristics (pros and cons) their birth order has and how it effects the family dynamics or interactions is reflected in their choice of job.

## 8) Whats in a NAME:

- This is an introductory exercise where participants will be given introduction to tell their names , its history, origin and family stories about it.
- Ask participants how you feel about any part of your name or how you feel you have been shaped by your name
- Any nick names you have had that you are willing to share and any feeling about these nicknames.

## 9) Fact or fiction

Each person writes down four facts about themselves, one of which is not true. Each person takes turns reading their list aloud and the rest of the group writes down the one they think is not true. When all are done reading the lists aloud, the first person reads their list again and identifies the fact, which is not true. The group should compare their written responses with the correct answers.

## 9) The magic wand

Ask the participants what they would do if they just found a magic wand that allows them to change three work-related activities. They can change anything they want. How would they change themselves, their job, their supervisor, those they work with, an important project, etc.? Have the participants discuss why it is important to make the change. Another variation is to have them discuss what they would change if they become the supervisor for a month. This activity helps them to learn about others' desires and frustrations.

## 10) Finish the sentence

Ask each person to complete one of these sentences (or something similar):

- The best job I ever had was...
- The worst project I ever worked on was...
- The riskiest thing I ever did was...

### Finish the sentence

When starting a course and you want everyone to introduce themselves, you can have them complete "I am in this course because..." You can also move on to a new subject by asking a leading question. For example, if you are training trainers, "The one time I felt most stressed because I did not plan was..."

## 11) What do we have in common?

Split the participants into pairs. Each pair will have 30 seconds to think of five things they have in common. At the end of the 30 seconds, put two pairs together and give the group a minute to find something all four participants have in common. Finally, each group can present the list of things they have in common.

## 12) Things I cannot live without:

### Instructions

- Ask participants: if you were stranded on a deserted island, what three items would you want to have with you?
- Its an another icebreaker that can generate discussion about type of things people value and why.

## Warm-ups and energizers

Warm-ups or energizers are activities the trainer uses throughout the course to encourage participant involvement and interaction. These activities may be used at the beginning of each day to bring the group together and begin work on a positive note. They may also be used during the day to recharge the group (e.g., after lunch, after a long presentation). This section lists a number of warm-ups and energizers you can use (adapted from JHPIEGO's ReproLine® training resources).

### 1.Coconut:

#### Instructions:

- The facilitator will show the group how to spell out C-O-C-O-N-U-T by using full movements of the arms and body.
- All participants then try this together.

## 2. Name In The Air:

### Instructions:

- Ask participants to write their name in the air first with right hand, then their left hand.
- Finally, ask them to write their name in the air with both hands at the same time.
- If time allows, ask participants to write their name in the air with right leg or left leg.

## 3. Group Massage:

### Instructions:

- Ask the group to stand in a circle and turn sideways so that each person is facing the back of the person standing in front.
- Participants then massage the shoulders of the person in front.
- Play the Music in the background, if available

## 4. Find Your Pair:

### Instructions:

- Count the number of participants ( even number is required, so decide to include yourself or not based on it )
- Divide total number of participants with two to decide how many animals will be required (for e.g, for 20 participants 10 different animals will exist )
- For each animal, write its name on two post cards.
- Distribute the posts to all participants asking them to not show it to anyone
- Ask everyone to move around the room making the animal noise and try to find their pair.
- The animals could be cow ( mow), tiger /lion (roar), Cat (meow), Donkey (hee-hay), Dog (woof woof , Duck ( quack), Bee (buzzzz), goat (maaah), horse (naehh), mouse ( squeak ) etc

## 1) Expectations:

### Instructions:

- The trainer gives the participants slips of paper, and asks them to write down at least three things they would like to learn during that day's activities.
- The participants attach their slips to a poster board or piece of flipchart paper, which is posted in the classroom.
- The trainer can then review these expectations with the large group.

## 5) Centering Meditation:

Centering is a core transformational practice that is used in Aikido- the Japanese defensive martial arts "spiritual harmony". It teaches you to focus on the present moment, taking power away from stressful event and negative thoughts, and helping you remain stable and grounded as you find your center.

### Material:

- Music player
- Speaker
- Audio Clip- morning Centering by James Thurston: <https://www.liferesults.org/free-resources>

### Instructions:

- Switch off the lights in the training room
- Ask the participants to leave everything and get themselves settled.
- Tell them that for the next 10 mins, they need to close their eyes and listen carefully to the instructions as played through the audio clip.

## 6. National anthem

### Instructions:

- To conduct this warm-up, you will need a source of music (tape player or radio) and a ball.
- The participants should stand in a circle.
- The trainer puts on the source of music and participants dance and pass the ball around in the circle.
- Whenever the music stops, whoever has the ball in his/her hand must step into the circle and sing the first verse of national anthem.
- If he/she cannot remember the national anthem (which happens sometimes) he/she must sing a love song to pass.
- After this has been done satisfactorily, the trainer turns on the music again and participants again pass the ball in the circle. The game continues until many participants have had the opportunity to sing or the trainer feels that everyone has been energized.

## 7. Tell a story:

The participants should stand in a circle. The purpose of this activity is to build a story with each participant contributing one sentence that must:

- ~ Make sense and at the same time add some fun to the activity,
- ~ Build on to the last sentence, and
- ~ Be grammatically correct.

### For example:

#1: "I was walking to breakfast this morning."

#2: "A dog came up to me."

#3: "I said good morning to the dog."

#4: "The dog asked me what I was going to have for breakfast."

The activity continues until all of the participants have contributed or until the facilitator feels that the group has been energized.

## 8. The last word:

### Instructions :

The participants should stand in a circle. One participant moves and stands randomly in front of another. He/she makes a statement (e.g., "It is such a lovely day"). The person spoken to will move to another person and make a statement starting with the last word in the statement he/she received (e.g., "Day one of the course was very tiring"). Each participant takes turns to ensure that everybody gets a chance to participate.

## 9. Chinese Gossips:

### Instructions:

- Participants should sit or stand in a circle.
- The facilitator quickly whispers a message to one participant. This participant passes the message in a whisper to the next person and so on.
- The last person shouts out the message. Chances are the final message will be different from the original.
- Here is an example of an initial message (note how two different activities are blended into the initial statement, a sure cause for confusion when whispered quickly): "I had rice for dinner and then dressed in blue to go dancing."

## 10. Ball toss brainstorming :

### Instructions:

Announce a topic (things associated with a topic, a holiday, the course content, etc.). Then, toss around a ball. When someone catches the ball, they shout out something related to the topic and then toss the ball to someone else. Continue the exercise until everyone has had a chance to speak.

### Variations

When they catch the ball, each person tells what they thought was the most important learning concept was in the session just finished. Continue the exercise until everyone has caught the ball at least once and explained an important concept of the material just covered. If the previous session had taught a process, each person can tell one step of that process or concept when the ball is tossed to him or her. The trainer or participant, in turn, writes it on a flipchart. For example, after covering "decision-making", the trainer would start the ball toss by having everyone give one step in the decision-making process.

## 11. Boom!

### Instructions:

All participants should sit in a circle. They are instructed to count out loud around the circle. Each person whose number is a multiple of 3 (3-6-9-12, etc.) or a number that ends with 3 (13-23-33, etc.) must say BOOM! instead of the number. The next person continues the normal sequence of numbers.

- **Example:** The first person starts with 1, the next one says 2, and the person who should say 3 says **BOOM!** instead, and the next person says 4.
- Anyone who fails to say **BOOM!** or who makes a mistake with the number that follows BOOM! is disqualified.
- The numbers must be said rapidly (5 seconds maximum); if a participant takes too long to say her/his number, s/he is disqualified.
- The last two participants left are the winners.

**Note:** To make this energizer more interesting, when a specific number is reached (e.g., 30) have the participants count backwards towards zero.

## 12. Words:

### Instructions:

Divide the participants into three or four small groups.

Write the word INTERACTIVE on the flipchart. The groups have 5 minutes to create as many words as possible from the word INTERACTIVE.

For example, some of the words could be:

- It      - Net      - active      - In      - Ear      - Naïve      - Tin  
- Rat      - Near      - An      - Race      - React      - Eat  
- Retain      - Tear

After the time is gone, the group with the most words wins.

## 13. Lifeboats:

### Instructions:

- The participants should come to an open space in the room and start walking around.
- Tell them that they are on the Titanic Ship, and the boat is beginning to sink. They must get to the lifeboats as soon as possible! The lifeboats can only hold a certain number of people.
- As the participants are walking round, shout out the maximum lifeboat capacity each time: e.g., "Lifeboats for three!"

- The participants then must form groups of three to get into the boats.
- Anyone who cannot find a “boat” drowns and must leave the game.
- For each round, choose a different sized boat.
- At a certain point, shout out that this is the last boat, and anyone who makes the last boat will survive.
- End the game there.

## Daily Evaluation:

### 1. Smileys:

#### Material:

- Flip chart with day’s teaching sessions written on it and column against each for comments.
- Stickers- Smileys ( Green, Yellow and Red )
- Markers

#### Instructions:

- Inform the participants about the evaluation Chart and colored smileys:
- **Red smileys** – Not satisfied with the session and should be improved
- **Yellow Smileys** – Ok session but needs improvement
- **Green Smileys** – Good and Satisfactory session
- Ask participants to use colored smileys to rate each session on chart paper.

### 2. Fist of Five:

#### Materials:

- Flip chart with sessions written on it and column against each for comments/ remarks.
- Markers

#### Instructions:

- Explain that you want the group to indicate how well they liked the activity or training by showing the number of fingers between one and five that best reflects how they feel.
- Five fingers means they liked it a lot and one means they did not like it at all
- Ask participants to make a fist and hold it high up in the air
- Explain that on the count of three, everyone should show the number of fingers that best expresses how much they liked the activity
- Scan the room to sense and write feedback from group majority in comments on flip chart.
- Thank participants for their input and assure them that trainers will carefully consider their feedback.

### 3. Feedback Cards:

#### Materials:

- Sticky Notes/Flash Cards (3 by 5) in Green and Pink
- Two Flip Charts
- Markers
- Sticky Tape

#### Instructions:

- Pass around two stacks of 3 by 5 flash cards. (Green and Pink)
- Ask each participants to take one card of each color.
- Ask each participant to write, “ One thing you really liked or appreciated about today’s sessions” on the pink color card
- Ask participants to write, “ One thing that you wished had been different about today’s session” on the pink color card.
- When all participants have completed the cards, ask them to put them on the relevant flipchart.
- Thank the participants for tier input and assure them that the trainers will consider their feedback seriously.

## 4. Pluses and Wishes:

### Materials:

- Flip Chart- with a line drawn down the middle making two columns for Pulses (+) and wishes.
- Markers

### Instructions:

- Ask participants to call out things they liked about the training day and things they wish had been different
- Record their comments in the appropriate column on the flipchart exactly as they say them
- Thank the participants for their input and assure them that the trainers will consider their feedback seriously.

## 5. Traffic Light:

### Materials:

Index cards with three traffic lights across the top. One light is red, one is green and one is yellow.  
Pens/ pencils  
Training agenda

### Instructions:

- Pass out an index card with traffic lights to each participant.
- Ask participants to reflect on the training day.
- Instruct them to write down under the red light on the index card a part of the training day that should not be used.
- Under the yellow light, they should write down something about the training that could be changed.
- Under the green light, they should write things about the training that were a "go" or that went well.

**Note to trainer:** Refer participants to the training agenda to remind them of the activities they participated in.

- Collect participants' cards and assure them that the trainers will consider their feedback carefully.

## 6. Tick or Cross:

### Material:

- Flip chart: Topics of the day training sessions written on it
- Markers

### Instructions:

- On the flip chart, write the topics of the session and ask questions related to particular session of that day
- Ask the participants to put a ✓ in the relevant column if they liked the session or put a × if the session needs to be improved.



