

The Rural Women's Health Project:

PHOTONOVELS & RADIO DRAMA

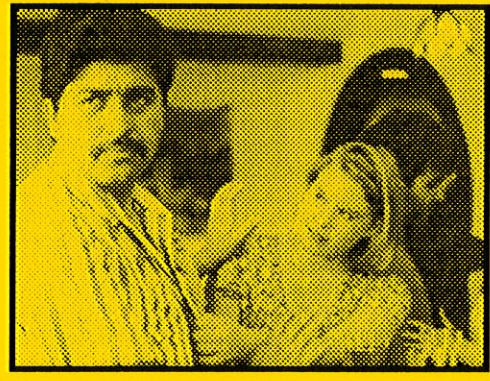
SCRIPTS

Targeting Spanish-Speaking Migrant Women

User's Guide



IGNORANCE KILLS



*An Ounce of
Prevention...*



♥♥♥ *Love
is Not Enough*

Resource ID#: 3970

Photonovels and Radio Drama Scripts Targeting Spanish-Speaking Migrant Women User's Guide



THE RURAL WOMEN'S HEALTH PROJECT

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Mission Statement

The Rural Women's Health Project is committed to creating educational materials regarding women's health issues.

All projects are identified and developed in conjunction with the community of women they will serve.

Our goal is to produce low-cost, culturally appropriate tools which focus women towards educating other women to find solutions to their common obstacles.

The Rural Women's Health Project (RWHP) offers technical assistance in the use of our educational materials.

The RWHP can be reached at:

352-336-1816 or 352-372-1095 (Phone) 352-377-4713 (Fax)

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Introduction

THE RURAL WOMEN'S HEALTH PROJECT EDUCATIONAL SERIES: AIDS / STD EDUCATION

Humor, drama and romance are enough to open anyone's heart. These elements combined with the fear and uncertainty about AIDS and sexually transmitted diseases are the basis of this Radio Drama and Photonovel series for Spanish-speaking migrant women and youth. As we step into the lives of the characters in this series, we are touched by their struggles, inspired by their sharing of knowledge and impressed with their willingness to challenge themselves and others.

"¡Es Mejor Prevenir Que Lamentar! / An Ounce of Prevention," "¡La Ignorancia Mata! / Ignorance Kills," and *"¡El Amor No Basta! / Love Isn't Enough"* were produced with direct input from Mexican migrant and seasonal farm women working in North Central Florida. These stories have been developed into two educational tools, photonovels and radio drama scripts, which are familiar to the target audience. The "novela" concept in Latin America is a popular format for both education and entertainment. In the United States, the novela format has also proven to be a successful health education tool with migrant and seasonal workers.

Direct outreach to migrant women by organizations such as yours is the key to making educational information more accessible to those who can benefit most. We hope that together, by using creative educational tools, we can help women gain the knowledge and resources they need to educate themselves and to work together to stop the spread of AIDS and sexually transmitted diseases.

While these materials can be used by any interested group, we feel that the voices heard in this series will be of particular interest to the community of migrant women. The radio drama scripts are available in Spanish and English. The photonovels are available in Spanish only.

Step One: Is This For You?



Objectives Of The Radio Drama Scripts and Photonovels

The overall goal of the radio drama scripts and the photonovels is to improve the health of women and youth. The series is designed to:

- 1) Educate about sexually transmitted diseases (STDs) and HIV/AIDS.
- 2) Encourage testing for HIV/STD's.
- 3) Encourage disease prevention behaviors.
- 4) Encourage use of public health services (pre-natal care, immunizations, Tuberculosis testing, well-baby care, etc.)
- 5) Encourage participants to ask questions and seek more information.
- 6) Encourage health and empowerment discussions.
- 7) Entertain.

Who Should Take On This Project?

While these materials can be used by almost any interested group or individual, we especially encourage their use by:

- 1) People involved with youth in summer programs, church groups, migrant education, schools, etc.
- 2) People involved with women's groups through churches, clinics or unions.
- 3) Health educators and outreach workers involved in the migrant community.

Step Two: Before You Get Started



Know Your Local Resources

Many migrants may not know where to go or how to access local health care or testing services. Because you are known and trusted by the community, you are a good source of information and can refer migrants to local medical services and STD/HIV testing locations. Included is a Local Referral Guide. Once it is completed, you can use it as a quick reference to these resources.

The role of making referrals for HIV and STD testing and prevention may be a new one for your organization. A good starting place for gathering referral information is your local Public Health Clinic. The following list of National Hotlines can also assist you in identifying your local resources and guide you in obtaining additional educational materials.

National Hotlines

- * National AIDS Hotline (Spanish) 1-800-344-SIDA (7432)
Available 7 days a week 8:00 a.m. - 2:00 a.m. ET

- * National AIDS Hotline (English) 1-800-342-AIDS (2437)
Available 24 hours a day - 7 days a week

- * National STD Hotline 1-800-227-8922
Available Mon-Fri, 8:00 a.m. - 11:00 p.m. ET
Currently no Spanish speaking operators are available. Single copies of pamphlets in Spanish about various STDs are available at no charge.

- * (National) TEEN AIDS Hotline 1-800-234-TEEN (8336)
Available Mon-Fri 4:00 p.m. - 8:00 p.m.
Currently only four operators are available.

- * (National) AIDS TEEN Hotline 1-800-440-TEEN (8336).
Available Fri-Sat 6:00 p.m.-midnight (ET) 12 operators available.

Local Referral Guide

- * Where can someone in your community get more information about sexually transmitted diseases and HIV/AIDS? (Are educational materials in Spanish or are Spanish speaking educators available?) _____
- * _____
Where can someone in your area go to be tested for sexually transmitted diseases or HIV? _____
- * _____
Is the testing anonymous? All testing must be confidential. However, an anonymous test site (especially for HIV) will not ask a person's name. Not all HIV test sites are anonymous. _____
- * _____
How much does the testing cost? _____
- * _____
What hours are services available? _____
- * _____
How does someone make an appointment? _____
- * _____
Are Spanish speaking personnel available? _____
- * _____
What transportation options do the migrant community have to reach these services? _____
- * _____
What additional community resources are available?
A) Educational materials /speakers (regarding health issues, prenatal support, HIV/AIDS) _____
- B) Local AIDS/STD Information Hotlines: _____
- C) Support groups for persons with HIV/AIDS or sexually transmitted diseases? _____
- * _____
The best way to stop the spread of sexually transmitted diseases and HIV/AIDS among sexually active people is by the proper and consistent use of condoms. Many local public health clinics, women's health centers, or AIDS support organizations may be able to provide you with free condoms. Are you willing to provide condoms and distribute them at no charge? _____
- * _____
Where can someone in your community go for help if they have a drug problem? _____
- * _____
Where can they go to get free, clean needles? _____

Step Three: The Photonovels



The Rural Women's Health Project Photonovels were developed as a series of three stories, using the same characters and community locations in order to increase the dramatic events and the interest of the reader. The greatest impact of the health messages in the photonovels will result from the reader receiving the complete series. The series can be distributed as a set or in intervals, one at a time. Distribution in intervals helps to continually reinforce the health messages. Although all of the stories address issues of HIV and STD transmission, prevention and testing, each has a specific focus:

¡Es Mejor Prevenir, Que Lamentar! - STD Transmission and Prevention

¡La Ignorancia Mata! - HIV Transmission

¡El Amor No Basta! - HIV Testing

How To Utilize the Photonovels

These photonovels are lower-literacy educational tools which can be distributed by themselves or in combination with other educational programs. There are several suggested ways to utilize the photonovels:

1) As a way to reinforce the health messages, the photonovels can be distributed in conjunction with or following other educational activities, such as:

a) Patient education:

- Sexually Transmitted Diseases
- Pre and Post HIV Test Counseling
- Family Planning

b) Women and health discussion groups :

- Health Clinics
- Union Meetings
- Churches

c) Live presentations, dramatic reading, group discussions or audio cassette distribution of the radio dramas.

d) Health Fairs or Information Booths

2) As a community-wide educational project, with bulk distribution through organizations and at locations which are familiar and comfortable to migrants. Locations may include:

- a) Health care centers
- b) Migrant camps or migrant housing
- c) On worker's transport
- d) Churches
- e) Union offices or meetings
- f) Health fairs
- g) Migrant meetings
- h) Local businesses frequented by the migrant community such as:
 - beauty salons and barber shops
 - grocery stores
 - billiard halls
 - gas stations
 - bars
 - day care centers, etc.
- i) Other migrant community gatherings or events
 - holiday fiestas
 - graduations

NOTE:

A space has been provided on the bottom front page of each photonovel for your organization's address and phone number. This helps the reader identify your organization as a local contact for further information or assistance.



Step Four: The Radio Drama Scripts



How to Utilize the Scripts

Possible uses for the radio drama scripts include:

- 1) Perform a play using the scripts.
- 2) Present the story as a dramatic reading.
- 3) Record the story on audio cassette.
- 4) Make a socio-drama from the scripts and narration.
- 5) Make a video of a live performance for future presentations.

Plays, audio cassettes and videos can be used to reach a large number of people at one time. They are also particularly effective for people who are low literacy or have difficulty reading printed materials. Therefore, the plays, audio cassettes and videos of the scripts can be used along with the photonovels and other low-literacy educational materials in order to educate people more effectively.

Where To Perform

We challenge you to use your creativity along with the knowledge of your community to identify other uses and locations which will best reach the people you serve. Some suggested locations for presentations include:

- 1) Churches.
- 2) Union offices or meetings.
- 3) Health care centers.
- 4) Migrant camps.
- 5) On worker's transport.
- 6) On local radio or television programs. Many communities have community access television programming. Consult your local cable company or television station for availability.
- 7) Health fairs.
- 8) Migrant meetings.
- 9) Women's health discussion groups.

- 10) Local businesses frequented by the migrant community such as:
- beauty salons and barber shops
 - grocery stores
 - billiard halls
 - gas stations
 - bars
 - day care centers
- 11) Other gatherings or events where the migrant community will be present.

RADIO DRAMA PRODUCTION NOTES

These scripts can be successfully used as simple dramatic readings. However, if you have the time and interest, suggestions for the use of music and background sounds are presented in the "production notes" section of each radio drama script. While adding background sounds and music to your production may seem difficult, the following information will hopefully make the task easier.

Music

Music can be used to begin and end the production. It can also be used to set the tone for the scenes within the production. (For example, romantic music, dramatic music, soft music, etc.) A few bars of music can also be used to signal a change in a scene. Music can be used as part of the background sound effects (for example music in the bar, party or car scenes, etc). Knowledge of your community's musical preferences will help to guide you in making your selections.

Background Sounds

Background sounds can be created with the use of a tape recorder or boom box with a recorder. More control over the quality of the sound can often be gained with the use of a hand held microphone attached to the tape recorder. Experiment with holding the microphone at different distances to achieve the effects you want. You can record street sounds, car sounds, kitchen sounds (clink of dishes, water running in sink, cabinets opening or closing, etc.), sounds of children playing, etc. to be used as background for various scenes. Use your own creativity and imagination and don't be afraid to experiment to achieve different effects. Other sounds that can be recorded and used include car or house doors opening or closing, footsteps, etc.

When using music and background sounds in your production, be sure the sounds are loud enough to be heard, but not so loud that they distract from the dialogue. When used effectively, music and background sounds should make your production more interesting and believable.

Portraying Thoughts

Several times in the script characters "think to themselves." It would be helpful for the audience to be "cued" when a character is "thinking." To "cue" the audience, thoughts could be:

- a) whispered-- changing the tone of the voice
- b) introduced by special music
- c) signaled by bells or chimes
- c) announced by the narrator

Using Your Library As A Resource

Many good books on radio drama production are available to help you create your radio dramas. A search in our community library under the headings listed below gave us the following resources:

- **radio plays, production**
- **radio dramas, production**

Techniques of Radio Production, by Miles Lee, African Council on Community Education, Nairobi, Kenya, 1986.

Modern Radio Production, by Lewis O'Donnell, P. Benoit, and C. Hausman, Wadsworth Publishing Co., Belmont, CA., 1990.

The Techniques of Radio Production, by Robert McLeish, Focal Press, Boston, 1988.

Radio Production, a Manual for Broadcasting, by Robert McLeish, Focal Press, 1994.

Radio Drama Acting and Production, a handbook by Walter Kingson, Rinchart, New York, 1950.

Step Five: Making The Message Stick



Promoting Group Discussion

One of the objectives of the radio drama scripts and photonovels is to encourage women and youth to talk together about the issues of HIV and STD prevention and transmission and to build support in making positive health choices. Group discussions among those who have heard or read the materials creates an opportunity for them to reflect on what has been learned. It also serves to reinforce their understanding of the health messages and to encourage them to take steps to prevent the spread of HIV and STDs. We hope that the following questions will stimulate group discussion and shared learning.

- 1) What part of the story did you like most? Why?
- 2) What did you like least? Why?
- 3) Which person in the story did you admire or like the most? Why?
- 4) What person in the story is most like you? Why?
- 5) Which situation would you have handled differently? How? Why?
- 6) What do you think about Luis?
- 7) Why do you think Luis did not get tested for HIV/AIDS?
- 8) What would you have done if you were Luis? Rosa? Why?
- 9) What did the characters do to help themselves not get AIDS/STDs?
- 10) What part of the story effected you the most? Why?
- 11) Would you talk to others about how to use a condom? What would you say?
- 12) What can you do to help yourself and others not get AIDS/STD's?

Depending on the age or composition of the group, you can also ask for reactions to other characters and couples:

- Oralia and Jorge
- Maria and Pablo
- Teresa and Manuel
- Juanita
- Tia Sonia, Doña Rosario, etc.

Step Six: Evaluating Your Progress



"Evaluation should not only measure whether we have achieved our goals. It should help us judge whether our goals were appropriate in the first place."

-David Werner
Helping Health Workers Learn

The goal of good health education is to present information in such a way that it changes people's lives. Therefore, it is important that you take the time to find out how well the audience is understanding and using the health information that you are providing. As you know, evaluations should be considered an essential part of your educational work. Evaluations can be done either directly or indirectly.

Direct Evaluation

Direct evaluation occurs when an individual or the audience is asked to comment directly on the learning experience. This generally involves either questioning through informal face-to-face chats, questionnaires or group discussions.

Individual interviews and group discussions help you as an educator to evaluate how well individuals have understood the health messages. It also helps you to identify which steps individuals are ready to make to lessen their risk of getting a sexually transmitted disease. This type of evaluation assists the individual in beginning to help themselves to "use" the new concepts that they have learned.

Examples of questions that can be used to activate discussion about the radio drama stories or the photonovels appear in the previous section, "Making the Message Stick". These questions can be used with individuals or groups. Questions 1-9 of that section help you to evaluate how well the individual understood the information and how they were impacted by the health messages. Questions 10-12 will help you to evaluate how the audience members plan to incorporate the health messages into their lives.

If face-to-face chats or group discussions are not possible, you may choose to use a short questionnaire. However, questionnaires give you the best results only with a group you know to be literate. If a questionnaire is given to a low-literacy individual, the obstacle of reading and the strain of writing will interfere with the evaluation.

Should you choose to use a questionnaire, you need to know the literacy and cultural background of the group in order to form the questions. Keep the questionnaire short! It is best not to request that they give their name. You may want to note the location and the date on the questionnaire for your own recording purposes. Sample questions follow:

1. What part of the story did you like most?
2. What did the characters do to help themselves not get AIDS?
3. What person in the story did you like the most? Why?
4. What can you do to help yourself or others not get AIDS?

Indirect Evaluation

In addition to asking people directly about the presentation, you can observe what the group does and says to get an indirect measure of their understanding of the health messages. Indirect evaluations can also help you to identify if the participants are taking actions to protect themselves and reduce transmission. The indirect observations you can make include:

- listening to the questions or remarks people make after having seen a presentations or read the materials
- counting the requests for:
 - information on clinic or testing locations
 - condoms
 - other information such as brochures, presentations, etc.

The results of your evaluation will help you plan future presentations and make necessary changes to improve the audience's understanding of the health message.

The Rural Women's Health Project Evaluation

We at the Rural Women's Health Project are committed to providing health education materials for the targeted community they were designated to serve. In order to insure that our materials are appropriate, we depend on your experience and the audience's reactions to evaluate these materials and the **User's Guide**.

We are interested in knowing how many people were reached by using these materials, whether they could understand the stories and health messages, and if the stories lead to a change in behavior.

What follows is an evaluation form that we would like you to fill out after you have used the Radio Drama Scripts or distributed the Photonovels. We know you are very busy, but the evaluative information you provide to us will be used to improve these materials.

Mailing Instructions

The attached Rural Women's Health Project evaluation is a self-contained mailer. All you need to do is fill in your responses, fold the form and drop it in the mail. It has already been pre-stamped. Our desire has been to keep the evaluation brief, though we encourage you to include additional comments.

We appreciate your time and assistance. Thank you!!