



## TAKE HOME MODULE

### ANALYZING PRINT COMMUNICATION MATERIALS: WHAT DO YOU FEEL? SEE? THINK? DO?

#### Objectives:

- Understand what it means to analyze something and how to use the analysis wheel.
- Use the analysis wheel to analyze existing print materials.
- Create a list of DOs and DON'Ts based on analysis of communication materials.

#### Materials:

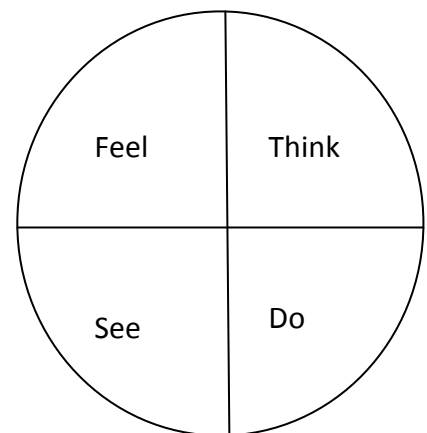
Flipcharts, Markers, Masking Tape

8 - 10 examples of existing print materials (not your own!)

#### Preparation:

- On one piece of flipchart paper, draw an analysis wheel.
- Gather materials needed for the session. Have enough materials for each group of 3 – 4 participants to analyze two different materials. Be sure to select materials that are both well done and not so well done. See box below for suggestions in selecting materials to analyze.
- Prepare 2 flipcharts, one that has the word “DO’s” on the top, and one that has the word “DON’Ts” on the top.

Analysis Wheel



#### Guidelines for Selecting Materials to Analyze

~ Take care not to present any materials that were made by groups or NGOs participating in the workshop.

~If doing this module with groups beyond your organization, ask permission from materials producers to use their material for analysis.

~ Choose materials that you are familiar with, or feel you have a good understanding of so that you can help participants analyze them

~ Include a range of materials such as those which:

- contain graphic depictions of violence
- contain a lot of text
- are difficult to understand
- have multiple messages
- have poor artwork or design

~ Do your best to include an even number of poorly done materials and well-done materials so that all groups can analyze one of each

Steps:

1. Explain that this session is designed to help participants look more critically at communication materials, so as to better assess a material's strengths and weaknesses. Explain that different materials will be analyzed, not with the intention of criticizing or shaming groups who created the materials, but to learn how to identify positive and negative aspects of materials so as enable us to create more effective and ethical materials.

2. Begin by asking participants: What is analysis? Write down participants' ideas on flipchart and encourage their brainstorm. Some examples may be:

- thinking critically
- talking about what is good and what is bad about something
- deciding what one thinks about something

After a few ideas have been suggested, explain that in this session, participants are going to use a simple tool for analyzing communication materials.

3. Hang the analysis wheel on the wall. Explain: *This is an analysis wheel. It is a tool to guide us during our observation and analysis of existing materials. The analysis wheel has four parts: feel, think, see, do. We will use it to analyze posters in small groups. Explain each section of the analysis wheel (see Facilitator's Notes below for guidance).*

In each section of the analysis wheel, FEEL, THINK, SEE and DO, ask each group to record their reactions on the flipchart. Explain that after about 20 minutes, time will be called and one person from each group will share their material and their group's responses with the larger group.

4. Ask the participants to count off by number. It is best to have small groups for this activity, 3-4 people per group depending on the size of the entire group. Once all participants have numbers, ask them to move in their numbered groups to a place in the room where they can work and write their ideas. Give each group a piece of flipchart paper and markers so that they can draw their analysis wheel and record their responses. Pass out one poster to each group.

5. As a facilitator, it is important to move around the room to check in with each group and encourage them in their analysis. If they are stuck, or cannot understand the material, or have questions, give them guidance to help them through the analysis wheel. You can help to guide them by making suggestions, pointing out aspects of the material that people may be missing or having trouble understanding, and asking questions that will lead them to discussion points. Take care that you don't spend too long at any one group, and that you check-in with all of them.

#### **Facilitator Notes: Analysis Wheel**

**FEEL:** The first thing to pay attention to when looking at the material is how it makes you FEEL. It is important to take note of the immediate emotion that is evoked as soon as the group sees the material. During this part of the process, don't spend too much time thinking or organizing your thoughts, just record the first things felt. Write down words or short statements that describe how the poster makes you FEEL. Some examples may be anger, curiosity, sadness, shock, hope, etc

**THINK:** The next thing to think about in your analysis is what the material made you THINK. When you look at the material and consider the words and images, what does it make you think? Write short statements to record what the material makes your group think.

**SEE:** The third part of analyzing the material is to record what you see when looking at the material. During this part, simply write down what stands out for your group when you look at the poster.

**DO:** The final part of the analysis wheel is to think about what, if anything, you want to DO when your group sees the material. As you look at the material, does it provoke you to do something? The answers to this question can vary greatly. Some people may want to take a poster home and put it up in their homes because they like the art and message. Some may want to talk with others about it or find out more information. Some may want to tear it down and throw it away because it offends them or makes them feel shame. Some people may be so confused or upset that they just don't know what to do. All of these responses are okay.

6. After 20 minutes, call the group back together and ask each group to choose one person to share their material and analysis wheel. As each group presents one at a time, ask them to do the following when sharing:

- a. Tape up the material and the analysis wheel on the wall in the front of the room for all participants to see.
- b. Ask the person sharing to read the text aloud and describe any images that may be hard for others to see from afar.
- c. Share each of the 4 sections of the analysis wheel recorded by the group.

7. Allow time for discussion of the material and analysis wheel in plenary. Take care to monitor the discussion and keep it brief so that everyone has time to share and repeat the activity. Refer to the *Key Principles in Creating Effective and Ethical Materials Handout* for important discussion points.

8. After each group has finished sharing, tape the materials and the corresponding analysis wheels next to each other all over the walls for people to look at throughout the rest of the workshop. Ask participants to return to their small groups and distribute fresh flipcharts and a new material for each group to analyze. Take note to give effective materials to groups who received ineffective materials during the first round, and vice versa.

9. Repeat steps 5 and 6, however, during step 6 after each group has shared their analysis wheel, ask participants what was learned in terms of Do's and Don'ts in developing effective materials based on the analysis. Write suggestions up on flipchart to create a list of DOs and DON'Ts. See below for some ideas.

10. Summarize the session by explaining that the process of analyzing other's materials can help us create stronger materials as we can build on and get ideas from the positive aspects and avoid the negatives.

### Facilitator's Notes

Try to facilitate the discussion by asking the group provocative questions. Encourage participants to come to their own conclusions by probing and encouraging deeper thinking rather than telling them what to think. For example, if communicating the idea that that materials need to convey hope, ask: "How did it feel to see those graphic images of women being raped? After seeing them did you feel much hope about changing the situation? How important do you think hope is when promoting change?"

Also, when discussing particularly sensitive or upsetting material, talk briefly about shock and surprise. Discuss the difference between sensationalizing violence by including graphic depictions of women and moving people by honoring women's experiences sensitively.

DO's	DON'Ts
Use illustrations to convey meaning	Rely on text to convey message
Ask yourself—how would I feel if this was me?	Show women or men in exposed, humiliating positions
Portray the positive	Reinforce stereotypes
Show variety of ethnic groups/socio-economic groups	Portray VAW only happening with the poor or certain ethnic/religious groups
Show only limited violence or the effects of violence rather than the violence itself	Show extreme violence
Help viewer identify with the characters and issue	Portray VAW as happening to "others"/other people's problem
Use vibrant, attractive colors and artwork	Use faded, boring colors, low quality art
Use clear, easy to read fonts	Use shadows on fonts, hard to read, script fonts, all capital letters
Ask questions to get people thinking	Avoid simple messages that tell people what to do (i.e., Stop VAW!)
Maintain the dignity of characters (both women and men)	Blame, shame or finger point
Give hope	Use scare tactics or fear
Use informal language	Use NGO jargon/speak ("GBV" is often not appropriate to use)
Have one clear take home thought/question	Try to cover too many issues/themes in one poster--one poster, one idea!
Consider layout to determine what format is best, and how much text is used	Overcrowd or use too much text or too many images
Match material to where the community is in their progress toward change (i.e., don't start with action, phase in ideas)	Expect/call for action until groundwork is laid in the community
Engage all 4 components of the analysis wheel	Forget to pretest!
Inspire and move everyone to get involved	Make women responsible for the violence against them