



# Communication for Change

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## Effectiveness of Communication AIDS

Let us now look at some crucial aspects, which must be given due consideration for greater effectiveness of communication aids.

### Some Essential Characteristics

In general, from the view point of being appealing and interesting to the receivers' communication aids must:

- Please the senses
- Be accurate
- Be understandable
- Convey up-to-date ideas
- Be simple in design
- Fascinate, intrigue and stimulate action

If you plan the aids keeping the above mentioned characteristics in mind, the impact is likely to be more effective. Such planning increases the chances of success and reduces the chances of failure in; the use of the aids.

### Principles of Preparation

After selecting the aid, you must consider the following "ABC" principles for preparing a good aid:

*Attractiveness* – The aid should be attractively presented. "Useful 'attention getters' are colour, movement in the objects size (any

thing large relative to surroundings), and shape (simple, asymmetrical and irregular). All these aspects in illustrations make them more attention attracting.

*Brevity* - The message should be brief and readable in a short time.

*Clarity* – Message/idea should be clear. The layout should be surrounded with sufficient space for words and illustrations.

After considering the above principles, the following steps in action need to be taken:

- Deciding on the actual message to be delivered.
- Choosing the code for communicating the message – words, pictures, diagrams and other symbols.
- Selecting the most suitable design out of several rough drafts, for the aid.
- Listing the necessary materials required for preparing the aid and obtaining them.
- Observing proper sequence when more than one visual sets are used and finally preparing the aid(s).

### Cues for Making Effective Communication Aids

Read the cues given below. They are handy tips to implement while preparing communication aids, whenever possible:

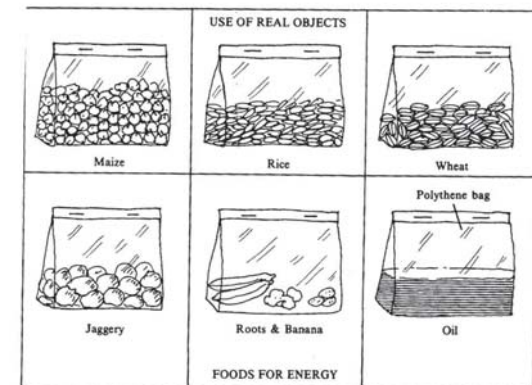
- *Make your own communication aids, using low-cost local materials.*

- Use and build-in *skills that receivers already have.*
- Try not to make the aids for the receivers, but rather *involve them* in making the aids (Figure 4.1.)



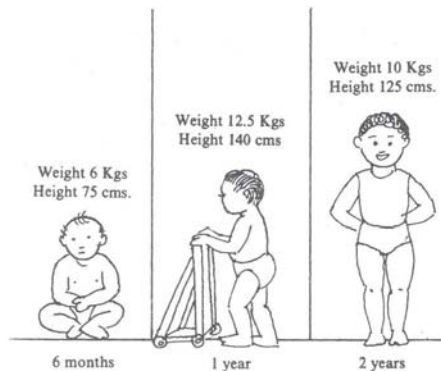
4.1. Educator showing the children how to make a poster on food and health

- Look for ways to use *real objects* instead of just drawing things (Figure 4.2.)



4.2. Using real foods to teach functions of foods

- Make the aids as natural and life-like as you can, especially when detail is not important (Figure 4.3.)



4.3. Natural and life-like figures to teach physical growth and growth monitoring of children

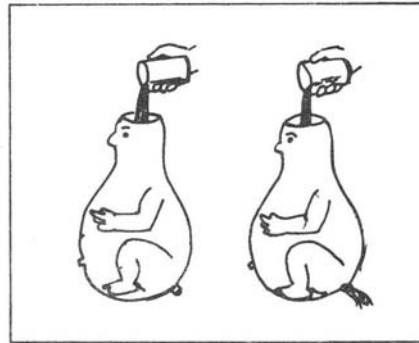
- Use aids that call for seeing as well as *doing*. Skills, in particular, are better learnt by doing, rather than just seeing.
- Make aids as *fascinating* or fun giving as possible, especially for children (Figure 4.4.)

Using “Gourd baby” to demonstrate how dehydration occurs

Use communication aids that help receivers to *think things through* and discover solutions for *themselves* (Figure 4.5.)

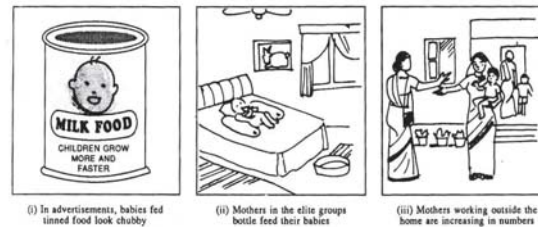
Why is Breast Feeding Declining? BECAUSE

Aid that makes people think



4.4. Using “Gourd baby” to demonstrate how dehydration occurs

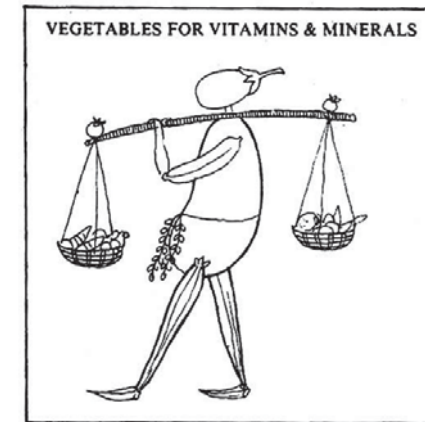
#### Why is Breast Feeding Declining ? BECAUSE



4.5. Aid that makes people think

- Use your *imagination and creativity* in making aids (Figure 4.6.)
- Keep the aids relatively *simple* (Figure 4.7.)
- Make appropriate communication aids. In order to assist in effective communication, a communication aid must be as per the skills and abilities of the receivers / target group

Once the communication aids are prepared, the right way of presenting these should be known.



4.6. Imaginative aid

Given below are a few simple cues which would help in effective presentation.



4.7. A Simple aid

### Cues for Effective Presentation

Before starting the presentation:

- Arrange the area properly.
- Check all the aids to be used.
- Arrange the prepared aids ensuring good visibility.
- Rehearse the presentation including narration.
- Introduce the topic to the receivers.
- Adjust the speed of delivery depending on rate of audience understanding.
- Keep the narration simple, to the point and brief.
- Summarize the message showing visuals in sequence.

### Evaluation of the Aids

Evaluation is an integral part of any teaching-learning process. One must plan for evaluation in advance. Certain direct/indirect points are to be kept in view to place evaluation for assessing the effectiveness of communication aids. These are:

- *Indirect assessment*
  - o Note the reactions of audience – facial expressions, conversation, etc.
  - o Observe any voluntary participation by *receivers* – request for clarification, additional information, etc.

- *Direct assessment*
  - o Test the understanding of the audience through oral questions.
  - o Obtain opinions through questionnaire.
  - o Undertake follow-up studies and observe results.

### *Checking for effectiveness of the aid*

Sample questions which can be used by you to check the efficacy of the aid are given below:

- Is the material suitable to the audience?
- Does it serve the purpose?
- Is it used appropriately?
- Is there provision for audience participation?
- Is the message conveyed effectively?

You can devise many such questions. If the answers are not to your satisfaction, there is a need to improve the aid to make it better.

We have completed learning the general principles of preparation and presentation of commonly used communication aids. In the next Section, we will learn in detail about a few commonly used effective communication aids. Before we begin, try answering these questions.