



CHAPTER 5

MATCHING LEARNING METHODS TO LEARNING OBJECTIVES AND AUDIENCE

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PRE-READING STRATEGY

Assess your Knowledge, Skills, and Attitudes

	KNOWLEDGE	SKILLS	ATTITUDES
Knowledge, Skills, and Attitudes needed to match learning methods to the learning objective and appropriate audience	<ul style="list-style-type: none"> • Knowledge of various learning methods • Understanding of learning styles • Understanding of how to match learning methods to objectives and audiences 	<ul style="list-style-type: none"> • Ability to use several different learning methods • Ability to select appropriate method to meet stated behavioral objectives • Ability to adequately introduce and direct group activities based on learning activities for different participants' backgrounds 	<ul style="list-style-type: none"> • Willingness to try new things and take risks • Step out of comfort zone, learn from mistakes • Commitment to meet the learning style needs of every participant
Your strengths			
Your plans to learn more			





READING

NFE IN ACTION: CHOOSING APPROPRIATE LEARNING ACTIVITIES

VALERIE

Valerie listened to the women in her women's group tell jokes and stories as they worked on jewelry to sell for a community center fundraiser. Although she was supposed to be a rural health Volunteer, she had found few opportunities so far to engage the women of her village on issues of health and family wellness.

She became interested as the day's talk turned personal—several women were concerned about the changes they were experiencing related to menopause. Valerie noticed that a few women would steal looks at her to see her reaction to their conversation. Valerie tried not to allow her face to reveal the many thoughts running through her mind at this new development in the group dynamic. First, she was inwardly pleased that the women would talk so freely in front of her about personal things. This was a new phase of the relationship that she had been quietly hoping for and nurturing. Second, she realized that a perfect teachable moment had presented itself, and how she proceeded in the next few minutes would determine if she could capitalize on the moment, or have to wait for another opportunity.

Valerie inserted herself into the conversation by asking who took care of the women's family's health, generally, in their households. After talking about it for a few minutes, the women agreed that they were mainly responsible for good health, nutrition and first-aid issues of their families. Valerie asked the women if they would like to have a weekly health seminar as part of their women's group to help them in their role as family health caretakers. The women slowly nodded approval, and one woman quickly asked what they would talk about. Valerie pulled out her notebook and pencil and said: "Let's decide together ... if you give me suggestions, I will make a list and put together some information for us." A list quickly grew: dental health, nutrition, diarrhea, runny noses and coughs, pregnancy and breast feeding, child care and development, menopause. When the suggestions started to slow, Valerie asked some leading questions and the list grew some more: parasite prevention, general hygiene and high-blood pressure. Armed with a list that the women had given her, Valerie realized that she had an ideal nonformal education activity to plan.

The next week, Valerie brought in cards with symbols to represent each of the topics the women had identified as important. She handed out the cards and asked the women to sort them in order of importance to them, and in which order they would like to learn about each topic. Valerie listened and watched while the women discussed their reasons for which topics to learn about first, and which were seemingly less urgent. She learned a great deal about the women and the community with this activity alone.

(continues on page 87)

With the content goals in mind, Valerie now needed to determine how to deliver the information to her audience. She had to consider the needs of the women and their stated goals for learning. She also had to take into account their limited mid-day meeting time, location (a large room with bare walls, chairs and little else), and the few materials available to her. She needed to design lessons that were engaging and informative and that did not depend on reading or writing. She also wanted to slowly move the group from being passive listeners to active participants in seeking and sharing knowledge within the group and later, in their community.

Each week Valerie decided to present a different topic to the women in a simple, concise manner involving many visuals and demonstrations since few of the women in her community knew how to read. She found that using flannel boards with pictures and diagrams, story boards and puppets designed for children worked well because they were simple, fun, and to the point. The women could easily adapt the materials and messages to use in their own homes with their own children. She chose activities like role playing to make sure she understood the concerns the women had, and to encourage group sharing and participation. She tried to keep each lesson relevant to women and mothers, since they were the overseers of good family health.

Valerie tried to keep each group meeting fun and interactive. Although there were no tests involved, she planned a short verbal evaluation activity at the end of each class as a quick review and to gauge how much accurate information the women retained. Once in a while Valerie found that more time was needed on some topics. As the group became accustomed to the sessions, members began requesting information about specific subjects. Valerie also made it a point to remind the group about what the next week's topic would be so that the women had an opportunity to bring in questions and information to contribute to the session.

Reflect on what you've learned so far.

- How did Valerie assess the learning situation?
- How did she take into consideration the learning style and needs of the women in her group?
- What information did she use to help her plan the lessons?
- What were her monitoring and evaluation strategies?

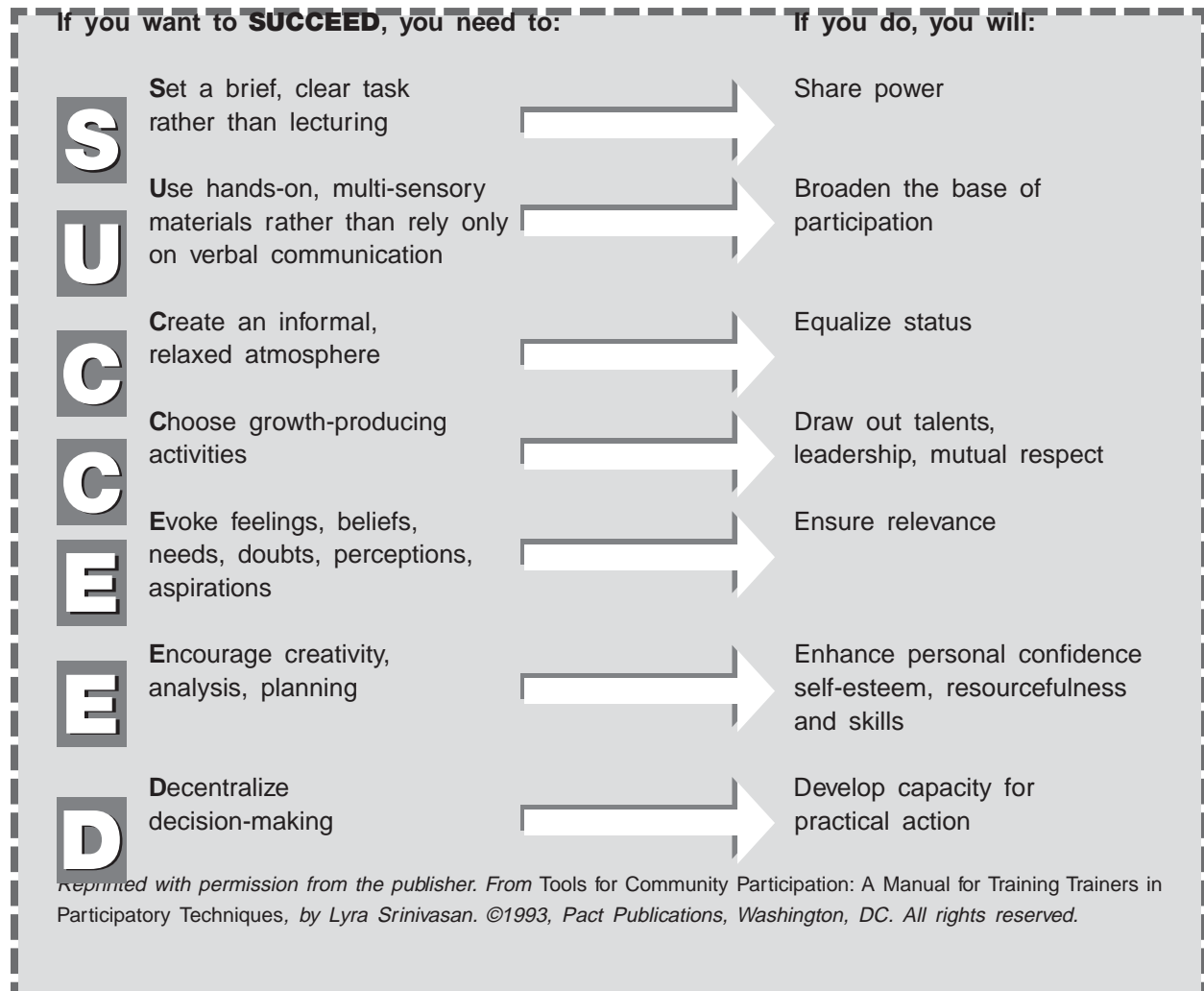
In addition to understanding learning styles and creating an effective learning environment, an important part of designing a learning activity is choosing just the right exercise, game, or other method to engage learners and effectively communicate content. Once you have done an assessment and determined the content of the learning activity, which teaching methods will best involve participants in learning while engaging all learning styles?

There are many tried-and-true techniques that have proven effective in different settings with a wide variety of participants. This chapter will explore some of these methods and suggest the appropriate use and context for them. Of course, each facilitator brings his or her own personality



and skills to these approaches. As you continue to design and facilitate learning activities, you will add to your repertoire of methods.

Lyra Srinivasan suggests how to SUCCEED in planning participatory NFE programs:



METHODS TO ENHANCE PARTICIPATORY LEARNING

As you read through the following classic NFE techniques, think about how you might use each of these in your own work.

- In what circumstances would each be appropriate?
- Would some of these methods be more appropriate to certain learning styles than others? Certain audiences?
- Think about our discussion of objectives in *Chapter 3: Learning Activities: From Assessment to Evaluation*. Which of these techniques seems appropriate to teach knowledge? Build skills? Affect attitudes?



BRAINSTORMING

What is it?

Brainstorming is a familiar technique in which a facilitator asks a specific question or describes a particular scenario, and participants offer many different ideas. These ideas are then usually written on a flipchart or chalkboard and considered for further discussion.

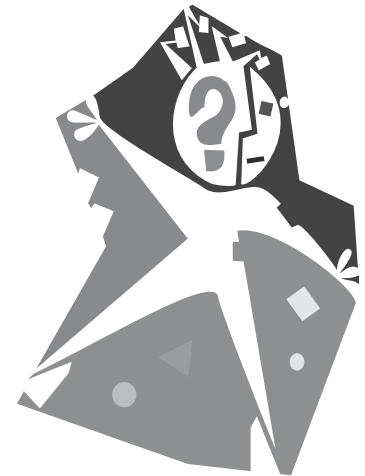
How does it work?

Brainstorming can be used in any kind of group discussion when you want to encourage creativity and contributions from all members. Use this technique at the beginning of a session, class or meeting to ascertain participants' knowledge about a topic or to set an agenda. Or, use brainstorming briefly in the middle of another learning activity, such as storytelling or dramatization, to capture some of the ideas raised by the exercise. Similarly, leading a brief brainstorm at the end of a learning activity captures important “take-away” points.

Important Features:

Typical “rules” of brainstorming:

- ▶ Ideas are called out randomly and freely from any participant.
- ▶ No idea is silly or unimportant.
- ▶ Usually, no discussion or comments on the ideas are allowed during the brainstorming phase, except for purpose of clarification. This keeps the flow of ideas coming quickly.
- ▶ The person recording the ideas should write them down as he or she hears them, without modifying them.
- ▶ Plan to do something with the list generated. Brainstorms are energizing and thought-provoking, but it can be frustrating to participants to make a list and take no action on it.



Note to Facilitator: For nonliterate groups, writing down the ideas is largely unnecessary. Where people must rely on their memories for all their daily activities this faculty is often highly developed. Keep written notes for yourself in this case, if you like.

Variations:

- ▶ **Card Sorting:** Quieter participants (reflective observers) might be less likely to participate in a brainstorming session. Or, sometimes the group is so large it is difficult to be sure that everyone has had a chance to be heard. An alternative type of brainstorming is card sorting. Give each participant one to three cards (depending on the size of the group and the amount of data you wish to generate) and a pen or marker. Ask a clear, specific question and direct each participant to write responses or ideas on the cards—one idea per card. Invite participants to post their cards on a wall. Sort the cards into groups, if you wish, and discuss the cards. If the group is large, have participants share their cards in small groups and choose two cards to represent the thinking of each of the small groups. Card sorting ensures that all participants, no matter the learning style, have a chance to lend their ideas to the discussion.

Examples:

- ▶ At the beginning of a meeting of NGO leaders, group members use brainstorming to set an agenda for their time together.
- ▶ An environment Volunteer asks a community group to consider the many reasons that people continue to poach in protected areas. After recording the ideas, group members consider approaches to addressing each issue.
- ▶ In a science classroom, students brainstorm several potential outcomes to an experiment.
- ▶ At the end of a learning activity, a Volunteer uses card sorting to evaluate the session. Participants write the most important thing they learned on one card, and the one thing they would improve on another. Participants share their cards, or simply post them in a specified area before leaving the session.
- ▶ A Volunteer asks members of a youth group to think about one creative income-generating project and write the idea on a card. All cards are posted and considered by the group.

CASE STUDIES

What is it?

A case study is a written scenario that usually involves an important community situation. Since it is written beforehand, it can be specifically created to address relevant local issues.

How does it work?

Typically, the facilitator distributes the case studies, and participants can work on them individually, in pairs or in small groups. After participants read, reflect upon, and discuss the case studies, the facilitator leads a large group discussion about the issues raised in each scenario.



Important Features:

When writing or adapting a case study, it is important to:

- ▶ Be clear about the learning objectives. What are you trying to convey with the case study? Construct the case study so that these objectives can be met.
- ▶ Ensure cross-cultural appropriateness, and check for the adequate inclusion of women and men.
- ▶ Understand the learning needs of the participant group, and construct the case study so that it will be challenging to the participant group, but still manageable.
- ▶ Anticipate some of the questions participants will ask, and be ready with helpful answers.
- ▶ Work through the data and descriptions you provide in the case studies carefully. You don't want the group spending most of their time trying to figure out confusing or ambivalent details.

Variations:

- ▶ **Best Practices:** Often, case studies are not made up, but are drawn from real situations in the community or in similar communities. For example, case studies might involve a description of a program that has been particularly successful or has met specific challenges in another area, so that participants benefit from the lessons learned.

- ▶ **Simulations:** A more complicated version of the case study is a simulation. This activity is usually presented in steps—with participants receiving some information, working on the data, making decisions, and processing the findings. Then, the facilitator provides additional information or the next steps in a scenario, and the groups go back to work with these new data.

Examples:

- ▶ Teacher trainers are presented with classroom management scenarios and asked to identify causes and solutions.
- ▶ Community business leaders are presented with a mock budget and business plan and asked to identify potential challenges and to propose improvements to the business.
- ▶ Project planners engage in a simulation in which they explore decision making based on monitoring (M) and evaluation (E) data from a particular year. The next phase of the simulation might provide new M & E data, and the project planners must decide whether to modify their programs based on the new information and so on.

DEMONSTRATIONS

What is it?

A demonstration is a structured performance of an activity to show, rather than simply tell, a group how the activity is done. This method brings to life some information that you may have already presented in a lecture.

How does it work?

Model the activity slowly and clearly for participants, answering questions after the demonstration to ensure understanding. Then, participants practice the activity individually, in pairs or in groups, to reinforce the learning.



Important Features:

Gather all materials and practice the demonstration by yourself before you do it in front of the group, to ensure that it is clear enough to make participants feel comfortable to try it themselves. Before demonstrating a technique, consider its suitability for the people, customs and economic constraints in the area.

Variations:

- ▶ If some participants or students have more knowledge than others about how to perform an activity, you might conduct demonstrations in groups—with one peer performing the demonstration and another monitoring the practice activity in each group.

Examples:

- ▶ Health Volunteers talk about the importance of using oral rehydration solution (ORS) when a child has diarrhea. They give a demonstration on how to make ORS from locally available resources, and then participants practice making it themselves.
- ▶ A group of vocational education students learn how to hook up a computer network by watching the facilitator demonstrate, and then practicing the new skill.



- ▶ Members of a women’s group demonstrate tie-dyeing techniques to interested women in the community.

DRAMATIZATION

What is it?

A dramatization is a carefully scripted play where the characters act out a scene related to a learning situation. It is designed to bring out the important issues to be discussed or messages to be learned.

How does it work?

Present a dramatization at the beginning of a learning activity to raise issues that are then dealt with through other methods: lecture, large or small group discussion, research and so on. The dramatization may be designed by the teacher/facilitator or by members of the participant group. It may be presented by co-facilitators, peer educators, or chosen participants who learn their parts and practice prior to presenting it to the target audience. Or, it may be the culmination of learning, with participants designing a dramatization to carry messages to others, such as to other students, to groups in the community, or to the general public. Dramatization combines learning and entertainment, and may involve puppets, songs, and dances.



Important Features:

Identify the message of the dramatization first. Then, create a way to present the message through drama. Keep the drama simple and on target, so that the messages are clear.

Examples:

- ▶ In a school setting, a dramatization could introduce any of the following topics: understanding center of gravity in science, a key historical event or sources of infection in health.
- ▶ In an NGO setting, a dramatization could show donors reviewing grant applications to introduce a session on grant writing.
- ▶ In a community, students could dramatize the safety hazards of trash being left around homes.

FISHBOWL

What is it?

In a fishbowl discussion, most of the participants sit in a large circle, while a smaller group of participants sits inside the circle.

How does it work?

The fishbowl can be used in two distinct ways:

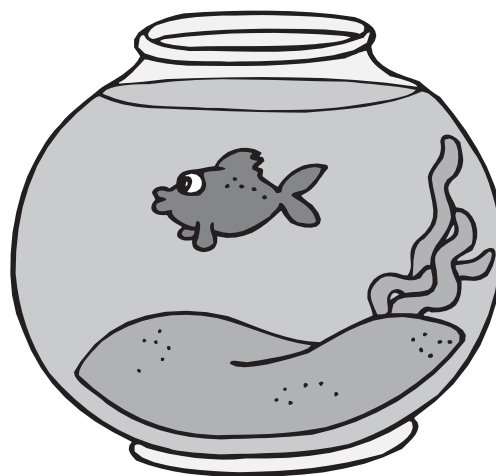
- ▶ As a structured brainstorming session: Choose a specific topic based on the group’s needs or interests. A handful of seats are placed inside a larger circle. Participants who have

something to say about the topic at hand sit in the center. Anyone sitting inside the fishbowl can make a comment, offer information, respond to someone else in the center, or ask a question. When someone from the outside circle has a point to make, he or she taps the shoulder of someone in the center and takes that person's seat. This continues, with people from the outside tapping and replacing people on the inside, as a lively brainstorm takes place. You will need to process the many ideas after the fishbowl exercise.

- ▶ For structured observation of a group process: Participants in the fishbowl are given a specific task to do, while participants outside the fishbowl act as observers of the group process. The inner group works on its task together, and the outer group is asked to note specific behaviors. To process the activity, ask the inner group to reflect on the group process, and ask the outer group to describe what they observed.

Important Features:

When using the fishbowl as a structured brainstorming session, it is important to model how participants from the outside circle can tap and replace people from the inside circle. Model this technique by choosing a simple topic for the fishbowl as a quick practice activity, so that participants are comfortable tapping and replacing before discussion of the real topic begins. Ask one person to be the 'recorder' and jot down the main points that are raised during the activity for the group to discuss later. Keep the activity on track by clearly defining the discussion topic or group task before beginning the fishbowl.



Variations:

See “*How does it work?*” above.

Examples:

- ▶ For structured brainstorming:
 - Trainers can discuss conflicts that develop. This technique gives everyone an opportunity to express his or her view, as well as reflect upon the issues of others.
 - A community group can decide which activities will be available at its new community center. This technique allows everyone to make suggestions, question and respond to ideas in a lively, creative manner.
- ▶ For structured observation of a group process:
 - Help a youth group reflect upon leadership and team processes. Give the inner group a task that needs to be accomplished as a team—say for example, each team member gets the piece to a difficult puzzle. As the inner group works, the outer group watches the ways in which the group worked together, any conflicts, emerging leadership and so on.
 - Guide a discussion about gender. Have women or girls sit in the center and discuss some issue around gender, while the men or boys sit on the outside and observe. Switch the groups. This provides an opportunity for the groups to “hear each other” in a less threatening environment.

GAMES

What is it?

Games are appropriate NFE tools when they are used to encourage people to take charge of their own learning, and to test and reinforce new knowledge or skills.

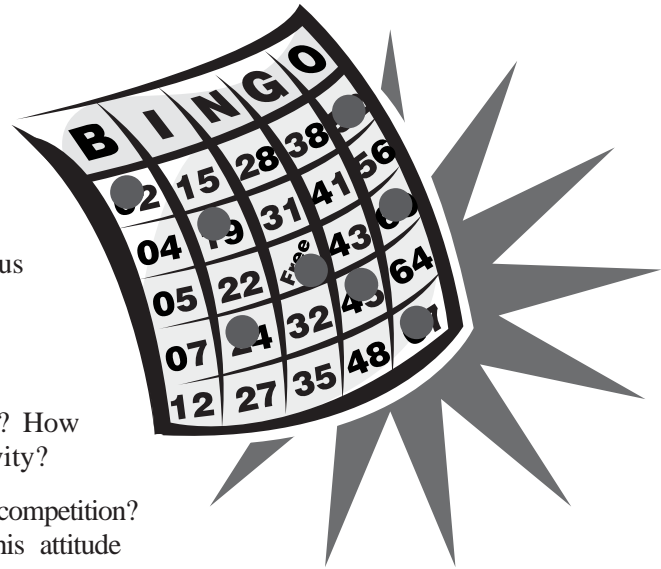
How does it work?

Adapt a popular game to convey or test knowledge of a particular topic, or create a new game to test or reinforce learning. Divide participants into groups, if necessary, to play the game. Use games after information has already been shared using another method (e.g., lecturette, demonstration, jigsaw learning, etc.) or to assess participants' knowledge at the start of a learning activity.

Important Features:

Some points to consider when adapting games for use in NFE include:

- ▶ What local materials might you use to substitute for any game boards or game pieces? Try to use cheap, local materials.
- ▶ Might any aspect of the game be considered offensive by local cultural or religious standards? Involve HCN counterparts, friends and participants in creating or adapting the game.
- ▶ What local games are played in this area? How might they be adapted as a learning activity?
- ▶ What is the local culture's attitude toward competition? Toward cooperative learning? How might this attitude influence the participants' motivation for, and enjoyment of, learning games?
- ▶ Think about the many games you have played throughout your life. How might you adapt some of them for use as a learning activity? What topics might you reinforce using these games?



Variations:

- ▶ **Scavenger Hunt:** This activity is especially effective when your goal is to have participants explore a particular area or topic. Give teams of participants a list of items to find, signatures to get, places to locate and so forth. The team that completes the list first wins a prize. This is a good introductory activity in a training workshop or at the beginning of a new school year.

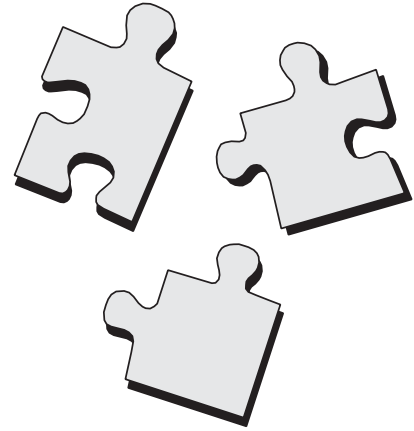
Examples:

- ▶ Some of the most popular games to adapt as learning games include BINGO, Snakes and Ladders, Pictionary, and Jeopardy.
- ▶ Teams of trainees in pre-service training might go on a scavenger hunt of the training area. They might be asked to buy particular items in a local market, get the signature of a local shopkeeper, pick up literature at a community group; and locate items in the bathrooms, kitchens and common areas, etc. The team with the most items completed in the shortest period of time wins a prize.

JIGSAW LEARNING

What is it?

In a jigsaw activity, evenly divided groups are given a topic to learn (a piece of the puzzle to master). Once these small groups have mastered the content, the groups are reorganized so that each new group contains one member from each original group (now each group contains all essential pieces of the puzzle to put together). Each new group now contains an “expert” on the content that they have mastered in the original groups, and one at a time, each expert teaches the new content to the newly formed groups. The facilitator then processes the activity and emphasizes key learning.



How does it work?

To use jigsaw learning, it is best to cover three to four different but related topics. One way to use this method is to prepare handouts that cover the information to be learned on each topic. For example, if you want a group of new teachers to learn four new learning methods, you might have four handouts—one that details role plays, one that describes demonstrations, one that outlines storytelling and another that covers panel discussions. Divide the participants into four groups, and give one type of handout to each group. For example, one group will work on role plays, one on demonstrations and so on. Give the groups adequate time to read, learn and prepare to teach the information on the handout. Next, regroup the participants into groups of four—each group should have one participant from the role play group, one from the demonstration group, one from the storytelling group, and one from the panel discussion group. In these small groups, each person is given five to ten minutes to “teach” their topic to the other three members of his or her group. In this way, participants remain active and involved, and become an “expert” on one of the topics. After the groups have finished, the facilitator leads a plenary discussion, drawing out key learning about each of the topics.

Important Features:

To use jigsaw learning, it is important to:

- ▶ Ensure that the information is “teachable.” The topic should not be too long or overwhelming, but should be relatively easy to learn and teach.
- ▶ Allow enough time for participants to learn the information, discuss it with their expert groups and prepare to teach it to others.
- ▶ Give clear, easy-to-follow directions, both about the activity itself and in guiding participants to switch into their jigsaw groups. The trickiest part of using this technique is moving participants into their jigsaw groups without causing confusion. It might be a good idea to have color-coded badges, so that participants can readily identify group topics and get into their jigsaw groups more easily.
- ▶ Process the activity fully. Some participants are better teachers than others, so it is important to emphasize key learning at the end to ensure that all participants understand the main points for each topic.

Variations:

- ▶ **Sharing experiences:** Another way to use this method is to allow three or four groups of participants to share their experiences with each other. For example, suppose you are facilitating a meeting about the proposed zoning for a large shopping center. If the meeting includes

representatives from the shopping center, local shopkeepers and local government officials, you might use jigsaw learning by creating small groups of three—with one of each “type” of participant. This arrangement would allow for a personal, face-to-face sharing of the issues, perhaps before a larger group discussion.

Examples:

- ▶ At a regional diversity meeting, participants from each country meet together and decide on important information to share about the diversity initiatives in their countries. The jigsaw groups then consist of one participant from each country—each will “teach” the others about the initiatives in their country program.
- ▶ In a secondary school history class, students divide into groups to study four different key historical moments. The jigsaw groups then consist of one student from each of these groups—each student teaches the other three about their key historical moment.



LECTURETTE

What is it?

A lecturette is a short, oral presentation of facts or theory. No more than 15-20 minutes in length, the goal of a lecturette is to impart information in a direct, highly organized fashion.

How does it work?

The facilitator, presenter, or teacher presents knowledge on a topic, sometimes using flipcharts, computer software presentations or other media to guide the discussion. A question and answer period follows.

Important Features:

Lecturettes are most effective when:

- ▶ There is important specific information to convey or new theories or skills to be learned.
- ▶ An expert is available to share knowledge about a particular topic.
- ▶ The lecture is presented dynamically and care is taken to include participants by allowing questions, soliciting comments or using one of the variations below.
- ▶ The lecture uses personal stories or familiar examples to support theoretical points. Often, people remember stories more readily than theory.
- ▶ The lecture is reinforced using another learning method, such as demonstrations, role plays and games.

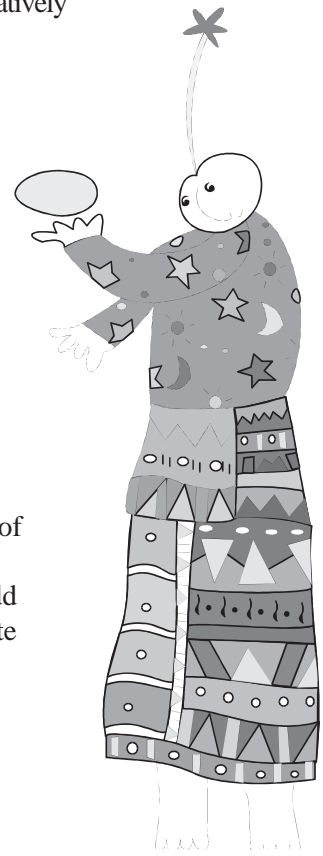
Variations:

There are many ways to make a lecturette more interactive. Here is a handful, taken from the www.thiagi.com website. You may wish to refer to this valuable resource for more lecture ideas.

- ▶ **Best Summary:** Each participant prepares a summary of the main points at the end of a presentation. Teams of participants switch their summaries and select the best summary from each set. To use this technique, stop the lecture at appropriate intervals. Ask participants to write a summary of the content presented so far. Organize participants into equal-sized teams. Redistribute

summaries from one team to the next one. Ask each team to collaboratively identify the best summary among those given to them—and read it.

- ▶ **Essence:** Participants write several summaries of a lecture, repeatedly reducing its length. Ask participants to listen carefully to the presentation and take notes. After the presentation, teams prepare a 32-word summary of the lecture. Listen to each team's summary and select the best one. Now ask teams to rewrite the summary in exactly 16 words, retaining the key ideas and borrowing thoughts and words from other teams' earlier summaries. Repeat the process three more times, asking teams to reduce the length of the summary to eight, four and then two words. Finally, ask each participant to write an individual summary of appropriate length.
- ▶ **Interpreted Lecture:** Lecture for about five minutes. Pause briefly and then randomly select a participant to repeat the essence of the lecture so far by “translating” the lecture into plain English (or the local language). After one participant interprets, ask others to add any missing items. Repeat the procedure in approximately five-minute intervals. This method will be more effective if you explain the process and the expectations clearly before you start.
- ▶ **Press Conference:** Present a short overview of the major topic and identify three or four subtopics. Distribute index cards to participants and ask them to write at least one question on each subtopic. Collect the question cards and divide participant into as many teams as there are subtopics. Give each team the set of questions dealing with one specific subtopic. Team members organize the questions in a logical order, eliminating any duplicates. After a suitable pause, play the role of an expert and invite one of the teams to grill you for 5-10 minutes. The presenter responds to the questions in a press conference format. At the end of this press conference, ask members of each team to review their notes and identify what they consider to be the two most important pieces of information given in your answers. Repeat this activity with the other teams.
- ▶ **Superlatives:** At the end of each logical unit of a presentation, ask teams to identify the most important, the most disturbing, the most surprising, or the most complex idea presented so far. Or, during your presentation, stop at some logical point and ask participants to work in teams to identify the most important piece of information you presented so far. After a suitable pause, ask each team to share its decision. Now ask teams to select the most controversial (interesting, thought-provoking, etc.) statement that you made in your presentation. After teams respond, make the next unit of presentation. Repeat the teamwork procedure by specifying different types of information to be identified (such as the most radical, the most surprising, the most interesting or the most humorous).



Examples:

- ▶ The lender in a microcredit scheme presents the program to a women's cooperative, then gives the participants an opportunity to meet in small groups to come up with questions and concerns about the program.
- ▶ A secondary school science teacher presents information on soil erosion, after which students conduct a press conference on the topic.

- ▶ The head of a local government office is invited to speak to a group of primary school students. The students brainstorm a list of questions before the official arrives, and the students are encouraged to write down key words during the lecture. The facilitator guides a question and answer session, and then processes the key words and ideas following the official's visit.



PANEL DISCUSSIONS

What is it?

This method usually involves the presentation of an issue by several resource persons at a table in front of a group. Usually, each presenter speaks briefly on the topic and then a moderator solicits questions from the audience.

How does it work?

The moderator introduces the presenters, keeps the discussion on the topic and within time limits and summarizes the discussion at the end. Each presenter typically speaks for a set period of time (for example, five minutes). After all presenters have spoken, the moderator invites questions from participants. At the end of the session, the moderator may summarize the discussion and thank the presenters for their participation.

Important Features:

Panel discussions are best used when you would like to present a number of different perspectives on the same topic. Rather than having a series of lectures or longer sessions, you might gather people with the relevant experience or knowledge on one panel. Consider preparing a guide for your panel guests, to help them prepare in advance and to ensure that your objectives are met.

Variations:

- ▶ **Small Group Discussion:** After the panel presentation, participants divide into small groups, and each panelist leads a question-and-answer session with a small group.

Examples:

- ▶ An education Volunteer assembles a Career Day panel for students. People in various professions speak about the work they do, followed by questions and answers.
- ▶ A group of people living with HIV/AIDS speak on a panel about their experiences of stigma, discrimination and/or living in a positive and healthy way.

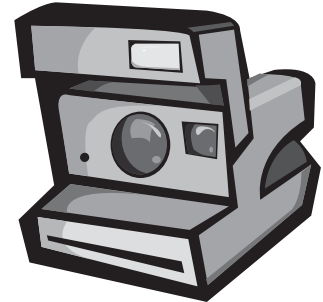
PICTURES

What is it?

Pictures can help to creatively involve participants in a discussion, and to engage the right-mode processing preference we discussed in *Chapter 3: Learning Activities: From Assessment to Evaluation*.

How does it work?

Create pictures around a particular topic with your co-facilitators or counterparts, and use those pictures to begin a group discussion. Bring in photographs, perhaps from the newspaper, or photos that you have taken yourself. Use these pictures to begin a discussion. Or, provide a topic and invite participants to draw a picture on that topic. After drawing the picture, participants stand and describe the image.



Important Features:

When using pictures to spark a discussion, ensure that the images are appropriate to the culture and the particular audience. Check the background of photos and illustrations to make sure there are no unusual images that distract from the message you are exploring.

Variations:

See “How does it work?” above.

Examples:

- ▶ A Volunteer working in sanitation draws a picture card with one side depicting animals in a water source that is also being used to collect drinking water. The other side shows children sick with diarrhea. These pictures are a starting point for a discussion about sanitation, boiling drinking water and so forth.
- ▶ Participants in a training of trainers draw pictures to depict their ideal learning environment.

ROLE PLAY

What is it?

Role plays are short interactions of participants playing specific, predetermined roles to explore issues or practice skills. Roles are usually written out, and the facilitator may help participants playing the roles understand “who” they are to be.

How does it work?

Role plays are generally used after a period of instruction or discussion. For example, if participants are learning communication skills, groups can role play being assertive in typical situations (e.g., students in peer pressure situations, or people needing to access services in a clinic or office). Stop the role play periodically and discuss what behaviors worked and what was difficult and allow the group to brainstorm different choices of behavior/words. The role play may be done again, with the same person practicing or someone else trying.

Important Features:

For best results, the role playing situation should be realistic, and the roles of anyone involved should be written out or described verbally to each player. Younger people are often more willing

to role play in front of a group than adults, but care must be taken not to embarrass participants. Monitor the timing and process of the exercise so that the role play does not drag on, become silly or unrealistic. At any time, stop a role play and lead a discussion. Open-ended questions such as: “What was effective in X’s behavior?” “How did s/he counteract the behavior of X?” can help involve the audience as well as the players. Invite new participants to come and practice the role, using their own words and ideas for the situation.

It is important to process role plays after the activity. Ask participants open-ended questions such as: “How did you feel when...”, “Why did you say...” or “What do you think went well?”

Variations:

- ▶ Sequential role plays allow the observing participants to tap a role player on the shoulder and step into that role. The action does not stop, but continues with one or more new players. Sometimes an observing participant will clap to indicate that he or she wishes to step into a role. Sequential role plays are often used in complicated situations where a quick resolution of an issue is not possible, or where a number of options might be considered.
- ▶ Multiple role plays allow all participants to practice at the same time. These are sometimes done in trios, with two participants playing the designated roles, and the third person being an observer. After a few minutes of action, the facilitator calls time, and the observer leads a discussion in the trio using questions provided. Roles are then rotated, and each person plays a different role. After the second discussion, roles are rotated one more time. After the final small group discussion, the whole group discusses the experience, with the facilitator bringing up key points.

Examples:

- ▶ Clinic workers role play how to welcome patients and take data about the nature of their visits.
- ▶ Youth role play informational or job interviews.
- ▶ Co-op members role play negotiating prices with buyers.
- ▶ Group members role play leading a meeting.

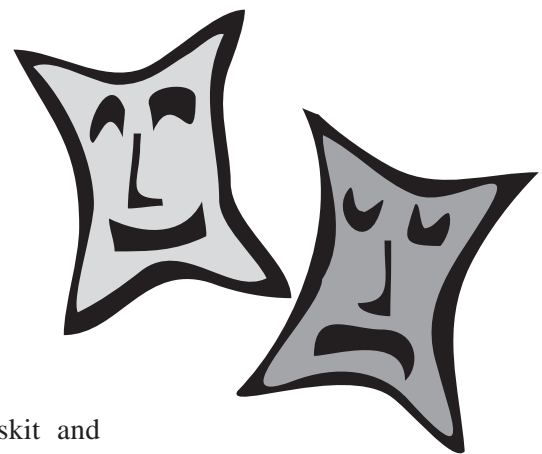
SKIT

What is it?

A skit is an impromptu performance by participants to demonstrate something they know. Skits can be created by participants to show concerns they have about such things as peer pressure, health issues in their community or lack of resources. Skits may be used to demonstrate something learned, such as two styles of being a leader.

How does it work?

Give participants a topic, the maximum length of the skit and the amount of time they have to prepare (depending on the complexity, 30 minutes or an afternoon, for example).



Important Features:

The topic assigned needs to be “demonstrable”; that is, it should be fairly easy to determine how one might act it out. The participants need to have the experience or knowledge to prepare the skit on the topic given. Give participants adequate time to prepare the skit; they will want to think of the points they want to make, create a setting and characters, practice and get some props (potentially). In most cases, a minimum amount of time to prepare is 30 minutes.

Examples:

- ▶ Youth at camp create skits to show a favorite (hardest, funniest, etc.) part of their experience on the closing day.
- ▶ After sessions on recycling, participants are given several items and asked to create skits to show how their items can be recycled.
- ▶ A group of mothers create skits to show both positive and negative experiences at the well-baby clinic.

SMALL GROUP DISCUSSION

What is it?

A small group discussion is a structured session in which three to six participants exchange ideas and opinions about a particular topic or accomplish a task together. After the groups have had an opportunity to work together, they report the highlights of their work back to the large group, and the facilitator helps the group process the activity.

How does it work?

Begin the learning activity by briefly presenting a topic to the large group. Then, divide the group into smaller groups and set a clear task for the small groups to accomplish. Write directions, goals and time allotted for the task on a chalkboard, flipchart or handout. As groups are working, walk around and listen in briefly to each group. Keep groups focused by announcing the time remaining periodically. After the small group work, participants typically reassemble in the large group and a representative from each small group shares their findings to the large group for a whole group discussion. Help the group process the activity to be sure the intended message was conveyed.



Important Features:

In facilitating small group work, remember to:

- ▶ Set a clear task that can be accomplished within the time limit.
- ▶ Make sure the task is interesting to participants and relevant to their learning goals.
- ▶ Rehearse the instructions in your mind to be sure your directions are clear and complete.
- ▶ Give instructions clearly, one at a time, especially if there are many steps. Giving too many instructions at once can leave participants confused.

When small group work causes confusion and grumbling, it is usually because instructions were not clear or well-timed.

It is also crucial to devote as much energy to the reporting back and processing as to the small group work itself. Groups that have spent time working on a topic may feel cheated if they are not given adequate opportunity to present their findings, and the entire group may miss key learning. Most importantly, it is imperative to complete the learning cycle by processing the activity—the facilitator should guide a group reflection, perhaps by using some of the questions suggested in *Chapter 3: Learning Activities: From Assessment to Evaluation*.

Variations:

There are a number of creative ways for groups to report their findings:

- ▶ **Group Report Out:** In turn, a representative from each group stands in front of the room and reports its findings, usually guided by written flipcharts or other notes. Sometimes this report includes a brief question-and-answer session with the rest of the group.
- ▶ **Gallery Walk:** Groups are instructed to write their information (or their drawings, community maps, etc.) clearly and legibly on flipcharts. Groups post their flipcharts around the room, and the facilitator invites everyone to take a “gallery walk”—to walk from one group’s findings to another, reading the information and making note of important learning. After about 15 minutes (longer or shorter depending on the number of groups), the facilitator reconvenes the participant group and processes the activity, often beginning with basic questions about what the participants have noted in the gallery walk, what stands out, etc.
- ▶ **Each table adds an idea:** If a number of groups has been working on similar tasks, guide the report by asking each table to share one idea. The group briefly discusses the idea, and then the next table shares a different idea, and so on, until all ideas have been shared.
- ▶ **Songs, Poems, Skits, Collage, Commercials:** Depending on the task and the audience, invite groups to report in a creative way—by writing a song, poem, or rap, performing a skit or commercial, making a collage and so on. Guide the processing afterwards, so that key learning is not lost in the excitement over the group’s creativity.

Examples:

- ▶ A Volunteer working in business development divides participants in a workshop into groups—each will consider the advantages and disadvantages of one of the income-generation ideas raised during the brainstorming session.
- ▶ When planning a community nutrition fair, members of a health committee divide into sub-committees to plan for various aspects of the project.
- ▶ In a community assessment, participants break into same-sex, same-age groups (young women, young men, older women, older men) and create community maps. The maps are then displayed in a gallery walk.



STORIES

What is it?

Using stories in a learning activity can be an effective approach, especially in cultures that have a rich oral tradition.

How does it work?

There are a number of ways to use stories to enrich your learning activity.

- ▶ **Sharing Stories:** Participants reflect upon a specific topic and share stories about that topic from their own personal experience. Activating prior knowledge about a topic creates enthusiasm and motivation and makes the topic more relevant to the group.
- ▶ **Storytelling (sometimes called “critical incidents”):** Tell or read a story to the group and then lead a discussion about the issues raised in the story. Use an existing parable or local story or create a story to illustrate the topic you want to address.
- ▶ **“Finish the Story:”** One way to gain some insight into an issue or group is to begin a story and ask each participant to add a line or two. This works best in a smaller group, and can even be used as a quick and fun warm-up.



Important Features:

Be clear about the message you want to convey when choosing a story. Also, check with HCN counterparts to ensure the cultural appropriateness of the story.

Variations:

- ▶ **Pyramiding:** Sometimes participants may find it difficult to share stories of an intimate or personal nature, or they might be shy to share their own story with the large group. Pyramiding can be an effective addition to sharing stories. Participants share their stories with a partner and can choose not to share it with the larger group. Invite participants to share stories in pairs. Next, suggest that each pair choose one story to share. Then combine two pairs of participants—each pair will share one story with the group of four. Next, invite the group of four to choose one of those stories to share with a larger group. Combine two quads, to form a group of eight. Two stories are told within the group of eight. Continue in this way until you are left with only two or three groups. (The number of times will depend on the total number of participants.) Then invite representatives from those two or three groups to share stories with the entire group of participants. In this way, each participant has had a chance to share and discuss his or her own personal story, but only two to three representative stories are shared with the large group.

Examples:

- ▶ Participants in a group working on HIV/AIDS share stories about the impact HIV/AIDS has had on their lives. Use these stories to illustrate the impact of HIV/AIDS on the family, the community and the nation. Or, use these stories to motivate participants for the rest of the group’s work.

- ▶ Engage a group in a subject by telling a relevant story. For example, tell the story about Ruth from Chapter 4 to begin a discussion of girls' education.
- ▶ Encourage groups to illustrate their daily actions through storytelling. Use the "Finish the Story" when talking with a group of local farmers by starting a story: "In the spring of last year, some of the farmers around Ekwendeni decided to plant soybeans along with their usual crops. At first, the farmers..." Allow a participant to add the next line, and another to add the next, and so on. Guide the story if there is a lull, for example, by adding another line yourself, "Women in the area used the soybeans to..."

VISUALIZATION

What is it?

In a visualization exercise, the facilitator asks the group to imagine some point in the future, often an ideal image of the future. The facilitator then guides the group through this image, asking them to imagine particular aspects of it. The exercise is designed to invite participants to explore the "big picture" and to tap into their deepest hopes and wishes.

How does it work?

Invite participants to close their eyes and imagine a particular experience, place or situation in the future. Give participants permission to get as comfortable as possible. Guide the visualization in a calm and slow voice. First, ask participants to make note of the particular scene and pause while they imagine. Pausing for a moment or two between directives, ask them to visualize a specific situation, the people or issues involved and their emotions at the time. Generally, visualization usually lasts about five or 10 minutes. Visualization might be followed by a deeper discussion of the images, or by the creation of a vision statement or another approach.



Important Features:

Guiding a group through a visualization exercise can be an incredibly powerful experience. Be clear and specific about your objectives before using a visualization exercise and spend time before the activity practicing what you will say as you guide participants through their imagery.

Variations:

Use visualization to invite participants to think back to a particular time and issue in the past. Or, use visualization to transport the group to a different location or to help participants consider the perspectives of others.

Examples:

A visualization exercise can be particularly effective:

- ▶ To set the stage for strategic planning: Ask members of a group to imagine their organization a few years in the future, performing at its peak, achieving all of its goals. Move from these visions to a discussion of how to achieve such an ideal image.

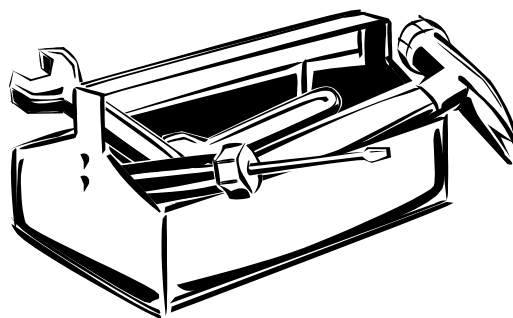
- ▶ In goal setting for young people: Invite students or other youth to imagine an ideal situation for when they are adults. This is powerful for goal setting, self-esteem building and risk reduction because participants are encouraged to focus on that vision and attempt to achieve it.
- ▶ For teambuilding: Have each participant remember and visualize the best team that he or she was ever on. Ask questions to help prompt the visualization: What made the team successful? What was your role on the team? How did the team's success make you feel personally? Once the participants have had time to recreate the memory, process and discuss the key points to help create a positive atmosphere for future teamwork.

The learning methods detailed above are some of the “classics,” but they represent only a fraction of the many activities available to you. For additional methods, you may wish to explore some of the texts listed in the Key Resources section of this chapter.



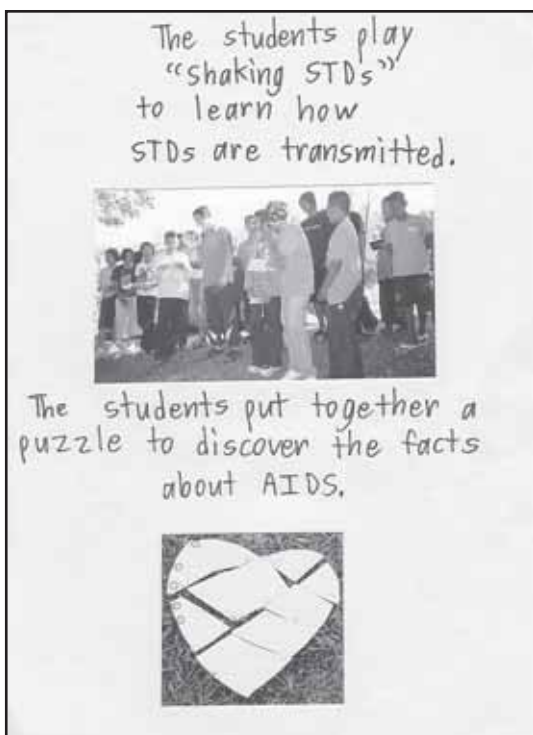
MATCHING LEARNING METHODS TO LEARNING OBJECTIVES

With so many options to choose from, how do you decide which methods may be the most effective for the learning activities you are planning? It is important for a good educator to have a “toolbox” of great learning methods at hand, and perhaps even more crucial to be able to choose several appropriate options for every learning situation. In order to meet the many different learning styles we identified in *Chapter 3: Learning Activities: From Assessment to Evaluation*, it is important to use a variety of methods in teaching every topic.



While there are no hard and fast rules about when each method should be used, there are certain questions you might ask yourself in choosing learning methods.

- What is the learning objective? Are you trying to convey knowledge? Teach new skills? Share experiences? Change attitudes? Change behavior?
- Who is the audience? How formal is the session, meeting or activity?
- Which methods would work best for active experimenters? Reflective observers? Those who learn through concrete experience? Abstract conceptualization?



- How will you vary the methods to reach a number of different learning styles? What sequence will you use? (For example, you might present a dramatization on a topic and then give a lecturette, followed by a demonstration. Participants might then practice the learning, using role plays or games.)
- How much time do you have? Do you have enough time to effectively use the method? Or would another option be more appropriate, one that takes less time?
- Are there any issues around logistics or physical layout that would make one learning activity better or more difficult than another? For example, if you are working in a very small space with a larger group of participants, it might be more difficult to effectively manage the fishbowl or a sequential role play.

As you continue to design and facilitate learning activities, you will become more comfortable understanding when to use each of the learning methods listed below. This chart offers some suggestions regarding the advantages and challenges of each, along with some guidance about which techniques work best with which types of objectives.

BRAINSTORMING	
Objective Focus	Advantages
<ul style="list-style-type: none"> ● Knowledge ○ Skills ● Attitudes 	<ul style="list-style-type: none"> • Allows many contributions in a short period of time • May help facilitator assess current opinions or knowledge • Low risk for facilitator; requires few materials
	Potential Challenges
	<ul style="list-style-type: none"> • Works best with a literate audience • Quiet participants may not contribute • Is not very active

CARD SORTING	
Objective Focus	Advantages
<ul style="list-style-type: none"> ● Knowledge ○ Skills ● Attitudes 	<ul style="list-style-type: none"> • Engages every participant • Allows many contributions • Allows for sorting and prioritizing
	Potential Challenges
	<ul style="list-style-type: none"> • Requires materials and more planning • Works best with a literate audience

FISH BOWL	
Objective Focus	Advantages
<ul style="list-style-type: none"> ● Knowledge ○ Skills ● Attitudes 	<ul style="list-style-type: none"> • Allows participants to choose between active participation and observation • Allows participants to share perspectives in less threatening environment • Encourages critical thinking
	Potential Challenges
	<ul style="list-style-type: none"> • Some participants may remain detached and uninvolved • Depending on culture and hierarchy, some participants may not feel free to participate • Facilitator must sometimes return the group to topic



STORIES	
Objective Focus	Advantages
<ul style="list-style-type: none"> ● Knowledge ○ Skills ● Attitudes 	<ul style="list-style-type: none"> • Taps into participants' experiences and can help in motivation and awareness-raising • Highly creative and engaging
	Potential Challenges
	<ul style="list-style-type: none"> • Some participants may not wish to share personal stories • May be seen as "touchy feely" by some participants

VISUALIZATION	
Objective Focus	Advantages
<ul style="list-style-type: none"> ○ Knowledge ○ Skills ● Attitudes 	<ul style="list-style-type: none"> • Taps into participants' hopes, dreams, ideal images • Raises the discussion to a higher ground
	Potential Challenges
	<ul style="list-style-type: none"> • May feel risky for facilitator and/or some participants • Must be appropriately processed and followed up

PICTURES	
Objective Focus	Advantages
<ul style="list-style-type: none"> ● Knowledge ● Skills ● Attitudes 	<ul style="list-style-type: none"> • Engages right mode preference • Highly creative, dynamic, participatory • Pictures can safely evoke images that participants might otherwise not address
	Potential Challenges
	<ul style="list-style-type: none"> • Participants may remain detached from the images portrayed ("that's them, not me") • Some participants may be uncomfortable drawing pictures and overcoming past negative experiences of being a "bad" artist

ROLE PLAY	
Objective Focus	Advantages
<ul style="list-style-type: none"> ● Knowledge ● Skills ● Attitudes 	<ul style="list-style-type: none"> • Allows participants to bring their own perspectives, experiences and beliefs into the discussion • Highly interactive and engaging; fun • Can safely discuss difficult issues more easily
	Potential Challenges
	<ul style="list-style-type: none"> • Requires careful preparation, facilitation and processing • Some participants may be uncomfortable with public speaking or "acting" • If not well-facilitated, can be fun but not enough of a learning experience

INTERACTIVE ROLE PLAY	
Objective Focus	Advantages
<ul style="list-style-type: none"> ● Knowledge ● Skills ● Attitudes 	<ul style="list-style-type: none"> • Same as for role play, and also actively engages participants in critical thinking; dynamic
	Potential Challenges
	<ul style="list-style-type: none"> • Drama is already created, and may not completely reflect the experiences of the audience • Except for the ensuing discussion, audience is passive

DRAMA/SKIT	
Objective Focus	Advantages
<ul style="list-style-type: none"> ● Knowledge ○ Skills ● Attitudes 	<ul style="list-style-type: none"> • Allows presentation of important issues in a dynamic, entertaining way • Once rehearsed, can be used over and over again with different audiences
	Potential Challenges
	<ul style="list-style-type: none"> • May feel risky for facilitator and/or some participants • Must be appropriately processed and followed up

DEMONSTRATION	
Objective Focus	Advantages
<ul style="list-style-type: none"> ● Knowledge ● Skills ○ Attitudes 	<ul style="list-style-type: none"> • Excellent for modeling new skills or practices • If combined with practicing, can be a highly interactive, engaging method • Honors the needs of “hands on” learners
	Potential Challenges
	<ul style="list-style-type: none"> • Requires preparation, effective modeling and careful practice sessions

SMALL GROUP DISCUSSION	
Objective Focus	Advantages
<ul style="list-style-type: none"> ● Knowledge ● Skills ● Attitudes 	<ul style="list-style-type: none"> • Versatile • Can be used in many ways for all types of content • Allows participants to share experiences and take charge of their own learning
	Potential Challenges
	<ul style="list-style-type: none"> • Can lead to confusion and frustration if the task is not clear and relevant • If there are many groups, may take a long time to present and process



CASE STUDIES	
Objective Focus	Advantages
<ul style="list-style-type: none"> ● Knowledge ● Skills ● Attitudes 	<ul style="list-style-type: none"> • Can match the necessary content very well, as it is created for the learning activity • Allows participants to reflect first and then discuss and react, thus encompassing more than one learning style • Interactive and engaging
	Potential Challenges
	<ul style="list-style-type: none"> • Requires a great deal of preparation to create an appropriate case study • Participants might feel limited to only those topics raised in the case study

PANEL DISCUSSIONS	
Objective Focus	Advantages
<ul style="list-style-type: none"> ● Knowledge ○ Skills ● Attitudes 	<ul style="list-style-type: none"> • Allows a number of perspectives in a short period of time • More interesting than a lecture, yet allows resource persons to share their expertise
	Potential Challenges
	<ul style="list-style-type: none"> • Must be effectively moderated to ensure that panelists stay on topic and do not go on for longer than expected • Unless panelists are dynamic and interesting, may become boring

LECTURETTE	
Objective Focus	Advantages
<ul style="list-style-type: none"> ● Knowledge ○ Skills ● Attitudes 	<ul style="list-style-type: none"> • Transmits facts or theory in an organized, succinct fashion • Low risk for facilitators, as they are prepared in advance
	Potential Challenges
	<ul style="list-style-type: none"> • Participants are passive learners • Participants may already know the information being communicated

JIGSAW LEARNING	
Objective Focus	Advantages
<ul style="list-style-type: none"> ● Knowledge ● Skills ● Attitudes 	<ul style="list-style-type: none"> • Allows for transmission of facts and theory in a more interactive fashion • Engaging • Allows participants to teach and thereby become “expert”
	Potential Challenges
	<ul style="list-style-type: none"> • Can be difficult to facilitate at first • Some participants are better teachers than others, so there is a risk that some groups may not adequately learn the content

GAMES	
Objective Focus	Advantages
<ul style="list-style-type: none"> ● Knowledge ● Skills ○ Attitudes 	<ul style="list-style-type: none"> • Powerful method for practicing new knowledge or skills • Fun • Engaging • Energizing
	Potential Challenges
	<ul style="list-style-type: none"> • Requires adequate preparation to adapt the game • Some participants may not see it as learning

Perhaps the best way to become adept at matching learning methods to particular objectives and specific audiences is to consider the many different points we have suggested, make an educated decision about which methods to use and in which sequence, and then just try them out. As you work with particular groups and use various methods, you will become more confident in your choices. You will soon be comfortable enough with these methods that you'll be able to change the activity in the middle of your session, if you find that the group is not responding to one method.

There are many different approaches to each learning activity, and there is no one best way to impart learning. Remember that each NFE experience is also an opportunity for the facilitator to share in the learning process, so consider each session or class as another valuable insight on your journey with nonformal education.





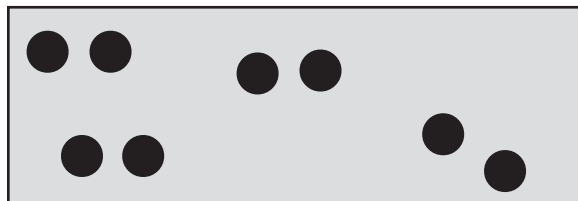
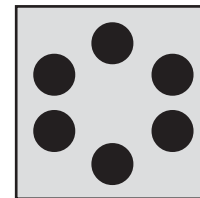
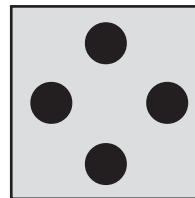
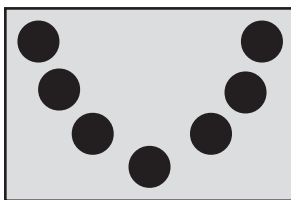
IDEAS AND APPLICATIONS

Now that you have read about learning methods, it may be helpful for you to apply what you have learned. In this section, we present several ideas and activities to assist you in practicing what you have learned. Feel free to try one, several or all of these activities. You could also create your own!

SET UP YOUR LEARNING ENVIRONMENT

Keep in mind that different room arrangements may be appropriate for different NFE methods depending on a number of factors. How would you arrange the physical space to best complement the learning methods you have chosen to use? How might available resources, learning style preferences, the learning objectives and the content affect your choice of physical arrangement? What other factors (e.g., cultural, gender, age) would influence the way you arranged the space? As you design your learning activity or workshop, try to keep all of the factors in mind, as well as the fact that you may want to use several different learning methods that would require different room arrangements. Consider also that your physical space and the participants need to be flexible to make efficient transitions between activities. Look at the four diagrams below and reflect on the following:

- What are some of the advantages of each arrangement? What are some of the challenges?
- What type of learning method might be best suited for each arrangement? Why?
- Can you fairly easily make a transition between the different learning methods you are planning to use?
- Where might you, the Volunteer, sit or stand? Why?



SELECT A LEARNING METHOD FOR A PARTICULAR AUDIENCE

Imagine you have been asked to develop a learning activity or session for a particular group of people in your community. Look at the list below and choose those groups that are most like those you would probably teach. What are some specific considerations for selecting methods that would apply to your target groups? Some things to consider include gender, location of the activity and available resources.

- Community health workers providing prenatal care in a rural clinic
- People making and selling products from home (such as food)
- A women's food-drying co-op doing inventory
- Farmers needing information on hillside erosion
- Out-of-school youth needing HIV/AIDS information
- NGO directors seeking to create a coordinating body for all NGOs
- Secondary school teachers designing a curriculum
- Small business owners setting up a website



CHOOSE A LEARNING METHOD BASED ON LEARNING STYLES

The following activity will give you an opportunity to combine your knowledge of learning style preferences with your skills in choosing appropriate methods. First, choose one of the learner groups from “Select a Learning Method for a Particular Audience” on the previous page. Next, think back on the many different learning styles advocated by Bernice McCarthy and discussed in Chapter 3. Which learning methods might be appropriate for each learning style represented in your target group? From the chart below, choose methods for your target learning group that would meet different learning styles and needs. Check off all that apply. After you have completed this activity, refer to Appendix F for our suggestions for this activity.

Method	Imaginative Learner	Analytic Learner	Common Sense Learner	Dynamic Learner	Visual Learner	Auditory Learner	Kinesthetic Learner
Brainstorming							
Card Sorting							
Fishbowl							
Stories							
Visualization							
Pictures							
Role Plays							
Sequential Role Plays							
Dramatizations							
Skits							
Demonstrations							
Small Group Discussion							
Case Studies							
Panel Presentations							
Lecturette							
Jigsaw Learning							
Games							

DESIGN LEARNING ACTIVITIES TO MATCH LEARNING SITUATIONS

Below are several scenarios. Using what you have learned about 4MAT in Chapter 3 to design a lesson and choosing appropriate methods from this chapter, choose two or three scenarios and create a basic Peace Corps' 4MAT lesson design. Keep in mind that you want to choose activities that move participants through all four stages of the cycle: motivation, information, practice and application.

Scenario 1: Teach a group of computer technicians how to network computers.

Scenario 2: Train a group of adolescent peer educators in alcohol awareness.

Scenario 3: Train secondary school teachers to use nonformal teaching techniques.

Scenario 4: Train local farmers about the benefits of planting soybeans.

Scenario 5: Train village women to identify signs of malnutrition in children.



REFLECT

- Review Valerie’s experience at the beginning of this chapter. Can you identify all of the different methods she used in assessing, planning and executing her nonformal education project? Can you think of other activities she could have used? How could she have involved her counterpart?

- Consider the many learning methods we have described in this chapter. What do they have in common? What are the fundamental characteristics of learning methods used in nonformal education?

- Why is appropriate processing of each learning activity so important?

- Which of the methods that we have described might also be used for assessment? Evaluation?

- Consider the “Choose a Learning Method Based on Learning Styles” chart. Which learners benefit most from NFE methods? Which learners are better reached by more traditional teaching styles? What does this teach us about choosing NFE methods?



KEY RESOURCES

REFERENCE:

Srinivasan, Lyra. *Tools for Community Participation: A Manual for Training Trainers in Participatory Techniques*. Washington, DC: PROWESS/UNDP, 1990.

In this classic text, Srinivasan describes her SARAR approach to practicing NFE: using the characteristics of self-esteem, associative strengths, resourcefulness, action planning and responsibility. Srinivasan advocates a learner-centered approach and specific techniques that she used effectively in working with women regarding water and environmental sanitation.

ADDITIONAL RESOURCES:

Arnold, Rick, et al. *Educating for a Change*. Toronto, Ontario: Between the Lines and the Doris Marshall Institute for Education and Action, 1991.

In this classic guide to participatory community organization, the authors provide theories and practical ideas for a transformative approach to working in the areas of social change, anti-racism and community development. The text includes a number of effective exercises for use with groups.

Eitington, Julius E. *The Winning Trainer: Winning Ways to Involve People in Learning*. Boston: Butterworth Heinemann, 2002.

Eitington's text offers a comprehensive guide for the new trainer. The book describes hundreds of training methods and suggestions, and includes various handouts for use in learning situations. Additional topics include preparation of the learning environment and evaluation strategies.

LeFevre, Dale. *Best New Games*. Mendocino, CA: New Games Foundation, 2002. [ICE No. YD037]

This comprehensive collection of cooperative, interactive games for all ages and abilities includes 77 games, several game-leading tips, trust activities and safety instructions. The focus of the games is cooperation rather than competition, and the games require minimal to no equipment.

Life Skills Manual. Washington, DC: Peace Corps, 2001. [ICE No. M0063]

This text provides over 50 session plans for use with youth, women, and men. The manual offers exercises around such topics as communication skills, decision-making, gender, relationship skills and HIV/AIDS. The book also contains an appendix with dozens of warm-ups and icebreakers, as well as assorted team-building ideas for use with groups.

Newstrom, John W. *Even More Games Trainers Play*. New York: McGraw-Hill, Inc., 1993. [ICE No. TR119]

Another well-known training resource, *Even More Games Trainers Play* offers dozens of sample icebreakers, exercises and games for use with any group. The descriptions for each activity are simple and easy to follow.



Pike, Bob and Christopher Busse. *101 Games for Trainers: A Collection of Best Activities from Creative Training Newsletter*. Minneapolis, MN: Lakewood Publications, 1995. [ICE No. TR117]

This book offers training games for dozens of different learning situations. These creative ideas are presented with easy-to-follow instructions, making the text a simple resource for trainers and teachers alike.

Promoting Powerful People. Washington, DC: Peace Corps, 2000. [ICE No. T0104]

This useful resource guides the Peace Corps Volunteer through the many stages of community change and development, from assessment to project planning to small-scale implementation to evaluation. The book offers many specific methods of assessment and facilitation, and includes a section on adapting print materials, using folk media, and working with radio.

Roles of the Volunteer in Development: Toolkits for Building Capacity. Washington, DC: Peace Corps, 2002. [ICE No. M0053]

This text provides a comprehensive look at the place of the Volunteer in the development process. Detailing the Volunteer's roles as learner, change agent, co-trainer, co-facilitator, project co-planner, and mentor, RVID provides countless theories, case studies, activities, and approaches to help Volunteers and their communities get the most of out their two years of service.

Silberman, Mel. *101 Ways to Make Training Active*. San Francisco: Jossey-Bass Pfeiffer, 1995. [ICE No. TR116]

This useful resource offers lively, targeted activities for use in a number of training situations, including team building, on-the-spot assessments, role plays, and stimulating discussion. The text also suggests ideas for setting up the training environment, as well as "tips for trainers."

Technology of Participation: Group Facilitation Methods: Effective Methods for Participation. Phoenix, AZ: Institute for Cultural Affairs, 1991, 1994, 1996, 2000.

This manual details participatory approaches to action planning and consensus building. The text also suggests a "focused conversation" method of processing learning activities, including a number of powerful questions to use with the experiential learning cycle.

Vella, Jane. *Learning to Teach: Training of Trainers for Community and Institutional Development*. Westport, CT: Save the Children, 1989. [ICE No. ED189]

Vella's useful text provides 25 sample session plans for training trainers in adult learning, Freirian approaches, and facilitation skills. The manual also includes suggested warm-up activities and Vella's "seven steps of planning."

VIPP: Visualisation in Participatory Programmes. Bangladesh: UNICEF, 1993. [ICE No. TR124]

This classic text details a people-centered approach to planning, training, and group consensus building. At the core of the VIPP methodology is the use of multi-colored cards, highly visual learning aids, and strong facilitation based on a commitment to the principles of adult learning. The text offers specific exercises for participatory group work, including games, exercises, debates, card sorting, and evaluation ideas.

Working with Youth: Approaches for Volunteers. Washington, DC: Peace Corps, 2002. [ICE No. M0067]

This informative guide to working with youth includes a comprehensive section on participatory assessment. Techniques include Venn diagrams, informal interviews, group interviews, community mapping and tips for compiling information. The text also includes a session on participatory planning.

WEB REFERENCES:

101 Ways to Energise Groups: Games to Use in Workshops, Meetings and the Community
<http://www.synergyaids.com/resources.asp?id=4152>

A compilation of energizers, icebreakers and games that can be used by anyone working with groups in a workshop, meeting or community setting. Download the PDF file or search for other helpful titles to download.

Food and Agricultural Organization of the United Nations—Resources
<http://www.fao.org/Participation/resources.html>

A database of participatory methods, tools and projects that can be searched by keyword. A good source to find tools and ideas. Although the site focuses largely on agricultural issues, many of the tools and methods could be applied across sectors.

Workshops by Thiagi
www.thiagi.com

This valuable resource provides abundant ideas for interactive lectures, games, puzzles, open questions, and other activities for the participatory trainer. The site includes tips for facilitators and ideas for instructional design.





CHAPTER 6

CREATING OR ADAPTING MATERIALS FROM LOCAL RESOURCES

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PRE-READING STRATEGY

Assess your Knowledge, Skills, and Attitudes

	KNOWLEDGE	SKILLS	ATTITUDES
Knowledge, Skills, and Attitudes needed to practice NFE	<ul style="list-style-type: none">• Knowledge on how to make learning aids from locally-available materials• Understanding of the importance of using appropriate local materials• Understanding of environmental and cultural considerations; knowledge to determine suitability of materials and resources for learning objectives	<ul style="list-style-type: none">• Ability to identify new uses for locally-available materials• Ability to follow directions• Ability to involve participants in creative projects• Skill in evaluating materials for appropriateness	<ul style="list-style-type: none">• Willingness to try something new• Commitment to using local materials appropriately• Creativity• Flexibility
Your strengths			
Your plans to learn more			

In the preceding chapters, we have focused on the many aspects of designing, facilitating, and evaluating a learning experience. When you are ready to begin a learning activity, you may find that you need some basic supplies—flipcharts, chalkboard, paints, puppets, etc. Volunteers are sometimes placed in areas where materials and supplies are expensive or difficult to find. Often, Volunteers overcome these difficulties by requesting supplies from home or picking some up the next time they are in the capital or a larger city. But for generations, educators have fashioned NFE materials out of local, readily available resources.

- What are some of the benefits of using local resources?
- How can you engage participants in making these resources themselves?



- How can you determine whether resources you have brought from home are appropriate for your group?

This chapter will briefly discuss the issues to consider when deciding which resources to use in an NFE activity and provide a “recipe book” of ideas to help you create your own materials from local resources.



READING

NFE IN ACTION: WHY USE LOCAL RESOURCES?

MARIA

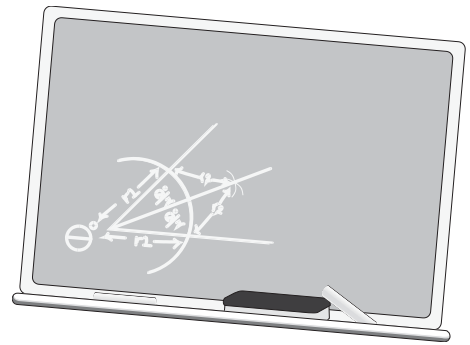
After her two-week in-service training at the Teacher Training College (TTC), Maria returned to work feeling refreshed and ready to try some new ideas. She walked into the teachers' lounge and greeted some of her co-workers, telling them about the interesting activities she had participated in at the TTC. She particularly liked brainstorming using cards, and a fun activity using a lot of little sticky dots. She knew that it would be difficult to get such things at the school—there wasn't really a budget for all of that—but she thought she could adapt some of the ideas using what was available. After spending about 10 minutes in the supply closet, she stomped away in frustration. Who was she kidding? There wasn't even paper and books for the students in her school, much less fancy teaching tools!

Consider Maria's situation. Can you imagine the type of workshop she attended at the TTC? Perhaps it was interactive, with lots of “bells and whistles”—flipchart paper, markers, sticky dots, cards, and videos—very much like your own experience in pre-service training. While the TTC experience was clearly interesting and informative for Maria, perhaps it wasn't as helpful as it could have been, as she was frustrated and upset within an hour of her return back to work. How might the facilitators at the TTC been more helpful in addressing the realities of Maria's teaching environment?

The benefits of using learning materials made from locally available resources:

- Locally available resources are generally cheaper and easier to find.
- Participants feel empowered to make and use the resources themselves when replicating or adapting the learning experience.
- The use of such resources encourages creative thinking and builds on the assets of the community.
- Often, locally available resources are more environmentally safe—they are often reusable or even made from recycled products. Flipcharts and markers can be damaging to the planet.

This chapter offers many suggestions for creating NFE learning materials from locally available resources. However, keep your own community context in mind as you explore these ideas. Use learning materials that will make participants comfortable. In general, you want participants to focus more on the learning than the materials you are using to support the experience. As such, you will want to understand the context and the types of materials that are traditionally used in each situation. Consider these unusual examples:



- At a meeting of high-level district officers, each participant uses flipcharts and markers or computer software presentations, to brief the group about the latest news in the field. Finally, a Volunteer comes to the podium, unfolds his flannel board and arranges the felt figures he prepared for the presentation.
- At a workshop for rural traditional birth attendants, a Volunteer gives each participant a shiny 500-page reference book on safe motherhood donated by the nursing school back home.

It seems clear that in both situations, the Volunteers had not yet assessed the types of materials typically used in such situations, or that the Volunteers thought it was more important to introduce new ideas than to follow the norm. It is possible, certainly, that you will want to introduce different types of materials at times, perhaps for environmental purposes, or so that the group can have some high quality products, but in general, you don't want the fact that your learning tools are "exotic" to get in the way of the activity itself.

WORKING WITH PARTICIPANTS TO MAKE LEARNING MATERIALS

The benefits of involving the participants themselves in making learning materials:

- Flattens the hierarchy between the facilitator and the participants
- Empowers participants to become actively involved in finding solutions, even for their learning needs
- Encourages participants to make their own materials or adapt materials in the future as the need arises
- Gives participants ownership over the materials created together





You may find yourself the learner in making materials out of local resources, since your participants may have more practice at this than you do. Include the types of resources used locally as part of your initial assessment and be open to learning how to make such materials from your participants or from HCN counterparts.

EVALUATING LEARNING MATERIALS FOR APPROPRIATENESS

Suppose you have brought some learning materials from home, found some in a nearby city or discovered some in a district office. How can you be sure these materials are appropriate for your situation or the participants with whom you will be working? Here are a few questions to consider when evaluating learning materials for appropriateness:



- Do the materials address the issues you are exploring, or can they be adapted to address them?
- Are the materials appropriate for the participants? How can they be adapted?
- Are the materials appropriate to the setting (e.g., the classroom, informal gathering area, outdoor center, time available, etc.)? How can they be adapted?
- Are the materials in the appropriate language? Can they be translated or simplified?
- Are the materials in the predominant learning style of the area (if there is one)? How can they be adapted to that learning style?
- How appropriate are the materials for the age range of participants?
- Do the materials reflect important differences in culture, style of dress, clothing, housing, available technology, etc.?
- Are the resources to make these materials available in your local community?
- Would it be a good idea to introduce some of these materials as an alternative to the use of paper? How would this be received by the people with whom you work?
- How might you involve participants in choosing and making these materials?

It is probably best to work through these questions with your HCN counterparts or with some of the participants themselves to determine how best to adapt the learning materials to the local culture, language and context.

Adapted from *Adapting Environmental Education Materials*, p. 16 (Peace Corps, Washington, DC). [ICE No. M0059]

Some ideas for simplifying text:

- Use simple vocabulary
- Eliminate idiomatic expressions
- Reduce sentence length
- Reduce paragraph length
- Eliminate unnecessary details
- Replace abstract ideas with concrete actions

If learners are not literate, consider:

- Transforming written ideas into simple pictures
- Reading important parts aloud
- Adding visual aids or demonstrations to the material
- Converting material into stories, songs, puppet shows, dramas or other forms of popular entertainment



Adapted from *Adapting Environmental Education Materials*, p. 29 and p. 31 (Peace Corps, Washington, DC).
[ICE No. M0059].

MAKE YOUR OWN LOW-COST AND LOCALLY AVAILABLE MATERIALS

PRESENTATION BOARDS AND MATERIALS

Flannel Boards

The flannel board is a piece of rough-surfaced material attached to a piece of cardboard to hold it flat. It serves as a background for drawings, pictures, symbols, captions and flexi-flans. The display materials are backed with sandpaper or other rough surfaced material. They adhere to the background with slight pressure and can easily be removed or rearranged on the flannel board.

One problem with flannel boards is that the display materials easily fall off or are disturbed by the wind. To avoid this, make the display materials from light cardboard (rather than paper) and attach the roughest grade of wood sandpaper to their backs. When presenting the material, rest the flannel board on a chair or against a tree and tilt it back slightly so that the pictures stay in place.

Volunteers have also successfully used copra sacks or burlap stretched between thin bamboo poles, and rough, locally made blankets as flannel boards. Health workers in Mexico have found that masonite (fiber-board) works well without being covered with cloth.



Materials needed for one board:

- 1 large sheet of cardboard
- 1 larger piece of flannel or rough cloth
- tape
- staples
- tacks or glue to attach cloth to cardboard backing

Directions:

1. Tack, staple, tape or glue the rough cloth to the cardboard.
2. To use the flannel board, set it up on a chair, tilted slightly backwards.

Flexi-Flans and Maxi-Flans

Flexi-flans are figures for the flannel board with moveable joints. They are made from light cardboard with metal clasps at the neck, elbows, hips and knees to make them more lifelike. Participants are encouraged to get involved and post them in different positions and move them around on the flannel board at appropriate points in the story or presentation. They can also be given to a small group to handle as they discuss, for example, an issue of local needs. Flexi-flans are especially effective to stimulate discussion among people who are not used to being asked their opinions. Prepare a variety of flexis representing local people, and ask small groups to choose the ones they like in order to share something about their community.



Materials Needed:

- very lightweight cardboard (file cards are ideal) or heavy paper
- paper fasteners (dressmaker's snaps, grommets or thumbtacks)
- glue
- scissors
- hammer
- colored markers
- wood sandpaper (roughest grade)
- old magazines or photos

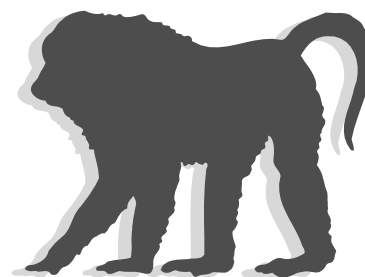
Directions:

1. Draw the arms, legs, body and head of the figure separately on light cardboard. Figures should be made facing opposite directions so they can be made to "talk" together on the flannel board.
2. Cut out body parts. Attach them with metal clasps. The simplest kind of attachment is a thumbtack, pushed through the cardboard and lightly hammered down on the backside. You can also use dressmaker's snaps or two-pronged brass paper fasteners. Parts should be free to move.
3. Color the figure as desired with markers, or glue on faces and culturally appropriate "clothes" cut from old magazines.

4. Attach a sandpaper strip to the back with glue.
5. Try out your flexi on a flannel board and make technical improvements, if necessary.
6. Participants can also experiment with making large size maxi-flans. These figures have been made up to two feet high (from the torso up) and can be displayed against a large blanket draped over a blackboard. Maxi-flans have been used successfully when presenting dramas. Three characters are constructed, a main character who presents the situation, and two minor characters who give conflicting advice. Names may be assigned to characters and placed on cards below the figures as they are introduced.

Flannel Board Figures

Non-moveable flannel board figures such as people, animals, houses, trees, charts, captions or symbols can be used instead of flexi-flans or to accompany them. Cutouts should be large so that the audience can see them clearly. Simple, brightly colored displays are more visually effective than complicated, detailed pictures. Lettering for labels or titles should be bold. Figures should be in proportion to each other, larger in the foreground, smaller in the background.



Materials Needed:

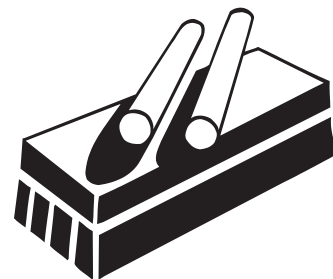
- | | |
|--|--|
| <input type="checkbox"/> old magazines, photos or drawings | <input type="checkbox"/> light cardboard |
| <input type="checkbox"/> glue | <input type="checkbox"/> scissors |
| <input type="checkbox"/> colored markers | <input type="checkbox"/> wood sandpaper (roughest grade) |

Directions:

1. Glue pictures to light cardboard or draw your own designs.
2. Cut out.
3. Glue sandpaper strips to the backs of the figures.

Chalkboard

The chalkboard is a useful tool for any educational activity. It is easily used and reused and can be made large for facilitators or small enough for use by individual group members, especially where paper is less abundant.



Materials Needed:

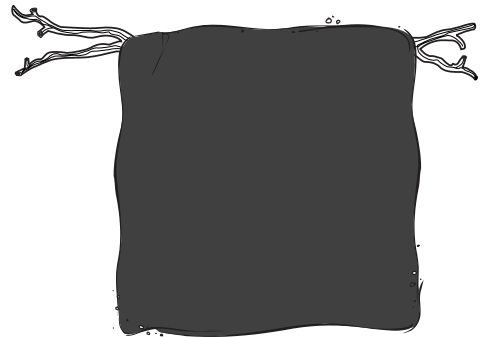
- | | |
|--|--|
| <input type="checkbox"/> piece of plywood, board or pieces of planks joined together | <input type="checkbox"/> sandpaper |
| <input type="checkbox"/> black paint or chalkboard paint | <input type="checkbox"/> cloth or eraser |
| <input type="checkbox"/> chalk | |

Directions:

1. Sand main board material carefully to an even roughness.
2. Apply two separate coats of black paint to roughened surface. Be sure the first coat of paint is dry before applying second coat.
3. Before using the chalkboard, rub a dusty chalk eraser or cloth over it. This is necessary to create an erasable surface.
4. Attaching a good wooden frame to the board will help prevent warping and make the chalkboard last longer.

Roll-up Blackboard

The roll-up blackboard is simply a large piece of black vinyl cloth attached to a stick and hung up with a piece of twine. It is portable and lightweight, and can be used anywhere you would use a chalkboard: in meetings, in workshops, in the classroom, etc. In working with small groups, you can use several roll-ups instead of flipchart paper. You can write on the vinyl with ordinary chalk and erase it with a damp cloth. You can prepare your written material before you need it, roll up the blackboard inside out and carry it to your meeting or class. Or you can write on it at the time you need it by hanging it against a flat surface such as a wall or outside of a building.



Materials Needed for One Board:

- 1 square meter of black vinyl (the cloth-backed kind you might use to cover a chair or a car seat; this is often found in local markets or hardware stores)
- wooden stick or pole—1 meter in length
- small nails or carpet tacks
- hammer
- heavy twine

Directions:

1. Tack a square meter (more or less) of black vinyl to the wooden stick.
2. To hang up the blackboard, tie a piece of heavy twine to both ends of the stick.

Pocket Charts

Pocket charts are useful for posting, sorting or moving information around. For example, the topics to be discussed in a meeting or the schedule for training may be put on cards and placed in the pockets. They can be rearranged according to the group's prioritizing, or moved as time progresses. Items can be sorted in columns, such as food groups, trees used for various purposes or other classifying activities. Words, symbols or pictures can be used. Words need to be written at the top of cards so that they show above the "pockets."

Pocket charts made of standard flipchart paper or strips of butcher paper of approximately three feet in length will provide a versatile working surface. Once made, the chart needs to be taped or tacked to a hard surface, either permanently or when used. If all information used with the pocket chart is on separate cards, it is a visual aid that can be used many times.

Materials Needed for One Chart:

- 3 sheets of flip chart paper (or equivalent, 2' x 3' sheets of any paper, preferably heavy grade)
- ruler or stick for measuring staples or tape
- cards or other items to use in the pockets
- small nails or carpet tacks to attach it to hard surface

Directions:

1. Turn flip chart paper lengthwise. Measure and mark 6 inches down in each of the short sides.
2. Make a crease across the paper lengthwise on the marks.



3. Fold each crease up about four inches, making a 2-inch deep pocket. Staple or tape the ends and place small pieces of tape every 12-inches to hold the pockets closed.
4. Continue with other two sheets and attach them together to make a chart with nine pockets lengthwise.
5. Make cards with words or other items to use in the pockets.



DEMONSTRATION TOOLS AND MATERIALS

Puppets: As discussed in *Chapter 1: What is NFE?*, puppets can be an effective way to communicate subject matter that might otherwise be difficult to address. The use of puppets is a well-tried and valuable NFE technique. Puppets can take various forms, from hand puppets to stick puppets to marionettes. A puppet can be made to represent a character, a value or a type of individuals.

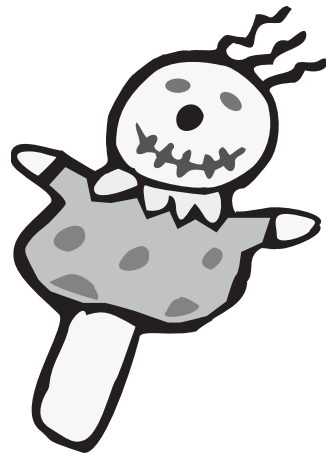
Cloth and Envelope Hand Puppets

Materials:

- | | |
|---|--|
| <input type="checkbox"/> old socks | <input type="checkbox"/> shirt sleeves |
| <input type="checkbox"/> used envelopes | <input type="checkbox"/> yarn |
| <input type="checkbox"/> corn silk | <input type="checkbox"/> buttons |
| <input type="checkbox"/> paint | <input type="checkbox"/> glue |
| <input type="checkbox"/> decorative materials to create character | |

Directions:

1. Draw, paint, glue or sew a face on one side of the cloth or envelope. Make the eyes a prominent feature. (Shape the envelope around the top edges of the face by folding and gluing the corners.)
2. Attach grass, corn silk, strands of wool, yarn or rolled paper to serve as hair around the face, in back, and for a moustache or beard if desired.
3. Put the puppet head on one hand. You can use a rubber band or piece of string to secure it around the wrist.
4. Use the puppets by hiding behind a cupboard, a desk, a large box, or a fence. Then let the characters of the puppets take over.



While many of the tools described here utilize inexpensive and appropriate technology, using communications media in the right situation is also an example of non-formal education in action. Pages 234–248 of *Promoting Powerful People* [ICE No. T0104], discuss in detail how to develop and use locally recorded materials.

Papier mâché Puppets

Materials:

- | | |
|---|---|
| <input type="checkbox"/> newspaper strips | <input type="checkbox"/> paste |
| <input type="checkbox"/> paint | <input type="checkbox"/> decorative materials to create character |

Directions:

1. Wrap a piece of dry paper around your index finger to make a cone and paste it together.
2. Crumple a ball of dry paper and place it on the top of the cone.
3. Attach the ball to the cone using papier mâché strips, continuing until you have formed a secure, smooth surface. (See directions for making papier mâché below.)
4. Build up this surface with more strips to form features—ears, lips, nose and eyebrows.
5. When it dries, paint and decorate it.
6. Cut a dress or shirt from an old scrap of cloth and sew or glue it onto the head.
7. Bring the puppet to life by inserting your index finger in the hollow cone and using thumb and pinky fingers as “hands.” Use a desk, table or large box for the stage.



Use papier mâché, an age-old technique, to make puppets or other learning aids.

Materials:

- newspaper or old thin paper stock one of the paste mixtures from above

Directions:

- ▶ **Sheet method:** Soak a sheet of newspaper in a thin mixture of paste. When it is soft and pliable, lay it over the form to be covered. Let dry. Place at least six layers around a balloon or round object to make a ball. This is the best method for making large objects.
- ▶ **Pulp method:** Tear newspaper into small pieces and soak these in water until they form a pulpy mass. Drain off the water and mix the paper thoroughly with the thin paste. Apply by handfuls to the form to be covered. (This method works well for models, maps and so on.)
- ▶ **Strip method:** Tear off thin strips of newspaper and soak them in thin paste until they are soft and pliable. Apply in crisscross layers. This is the best method for making puppets and animals.

Sand Tables or Models

Models are three-dimensional representations of reality. A model may be larger, smaller or the same size as the object it represents. It may be complete in detail or simplified for learning purposes. If you are using a model in a learning activity, familiarize yourself with it before you begin. Practice your presentation, and be sure you understand how it works. Be sure your audience does not get the wrong impression of the size, shape or color of the real object if the model differs from it in these respects. Whenever possible, encourage your participants to handle and manipulate the model.

A sand table is exactly what the name implies: a table or a floor in the corner of a room, with built up sides that contains sand or similar materials that can be molded to depict a particular scene. Small models can be created and easily moved from one spot to another on the sand table. The sand table has an advantage in that the sand can be smoothed out and used over and over again. You might use a sand table to depict a community map.

Books

Book projects are fun and practical. Consider the following idea and let it spark ideas that you can apply to your own projects. Older kids can make ABC books to share with younger children; people of all ages can make books to use as journals, notebooks, sketchbooks or photo albums; and a group studying nutrition could create a guidebook of the five food groups or a cookbook. Books can be created around almost any kind of theme.

Here is one idea for a book project. Please keep in mind that you may have to adapt the materials to suit your location. Consider using twine instead of an elastic band, and poking holes with a sharp object if you don't have a hole punch.



STICK AND ELASTIC BAND BOOK

This is a fun book because it is so simple and so clever. You can make your book with more pages but the number of sheets of paper suggested here is at my limit of strength for punching the holes through all the layers at once. Because the punching can be difficult, I usually don't make it with large groups. I've suggested using 8 1/2 x 11 paper but any size will work.

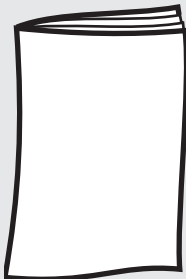
You Need:

- 4 sheets 8 1/2" x 11" white paper
- 1 sheet 8 1/2" x 11" colored paper
- 1 elastic band (I used size 33. You don't have to have this exact size but it needs to be long enough to go through the holes and stretch around the stick.)
- 1 stick about 7 1/2" long or a plastic straw

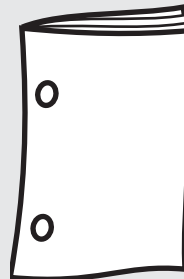
Tools:

- Hole punch

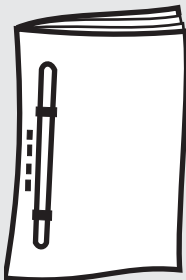
Making the Book:



1. Tap all your sheets of paper together to make them even and fold the stack in half. The colored paper should be on the outside.



2. Punch two holes about 1/4" in from the folded edge of the paper through all the layers. They should be about 1 1/2" down from the top and up from the bottom.



3. From the back of the book, thread one end of the elastic through the top hole and insert the stick into the loop.
4. At the back of the book, pull the other end of the elastic down and put it through the bottom hole. Insert the other end of the stick into the loop.

CRAFT SUPPLIES

Modeling Clay

Below are six different ways to make modeling clay.

1. Mix the following until you get a modeling consistency: 1 cup flour, 1 cup salt and $\frac{1}{2}$ cup water.
2. Shred newspapers or paper towels. Mix with starch and any paste and knead thoroughly.
3. Mix cassava paste and sawdust. Add a little water if too dry.
4. Dissolve 250 ml of starch paste in water to thin slightly. Add 375 ml of plaster, 500 ml of sawdust and knead to consistency of tough dough.
5. Soak small pieces of newspaper in a bucket of water overnight. Remove from water and rub wet paper between palms of hands until it is ground to a pulp. Mix 1 ml of glue in 250 ml of water and add 500 ml of this paste to 1 liter of wet paper pulp. Knead to a doughy consistency.
6. Mix 250 ml of dry clay powder sifted through a screen with 5 ml of glue dissolved in 250 ml of water: add wet paper pulp and knead to a doughy consistency. Add water as necessary.



Paintbrushes

These easy-to-make brushes can substitute for the more expensive kind.

Materials:

- several large chicken or bird feathers tied together and trimmed to an appropriate length (or hair, string, fine grass, etc.)
- gum or latex
- bamboo or grooved stick
- string or plaiting cotton



Directions:

1. Clean materials and gather them into small bundles according to how thick you want to make your brushes. Tie the materials firmly and cut level at the bottom.
2. Dip the level end in a waterproof gum or latex from a plant (such as a euphorbia hedge) or other source.
3. Stick the gummed end into a split bamboo, cut and grooved stick, or onto a grooved beveled stick. It is better to fit the brush “in” something rather than “on” it. Bamboo is ideal for this purpose.
4. The brush should be tightly bound onto or into the handle. Hair-plaiting thread or other small flexible fibers is ideal for this stage. A small amount of gum or latex over the binding will help to keep it from coming undone.

To make stick brushes:

- Select or cut a six-inch length of rattan or a dried reed-like plant. Mark it about one-half inch from one end and pound this section to form bristles.
- Use chew-sticks as cheap disposable brushes. (Chew-sticks are used as a dental hygiene tool in many places.)
- Select bamboo sections, soak and chew the ends to make brushes for writing and painting.



Paints

The roots, leaves, barks, seeds and fruit of many plants have been used for centuries to make colorants for crafts produced all over the world. These have been added to fixatives obtained from the gums of trees or made with starchy vegetables like maize or cassava flour. By following these age-old techniques, you can identify appropriate and readily available materials for making your own dyes and paints.



Materials:

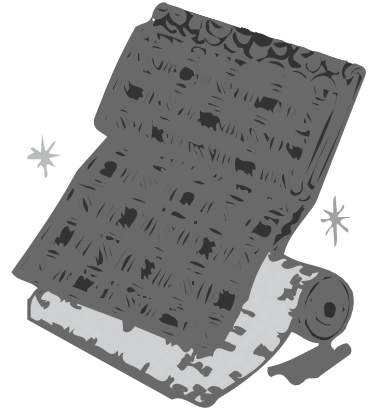
- 1 cup cassava starch
- 5 cups water
- ½ to 1 cup soap flakes (optional)
- color—made from pounded leaves, bark, berries, foods or crushed stone

Directions:

1. Stir a little hot water into starch to remove lumps.
2. Add 5 cups of water to the smooth starch mixture and heat until clear and thick. Add soap flakes, if desired, and stir.
3. Stir in color. If more than one color is desired, separate mixture into several jars and add a different color to each jar.

Batik

This is a technique that can be effective in making signs, banners, pagivolte flipcharts, t-shirts, headbands and other cloth materials. These may communicate educational messages; promote educational events; and reinforce class, youth group or team unity. The process of dye creation and transformation can also contribute to an environmental education or science lesson. Batik utilizes the natural dyes produced from tree bark, berries and seeds mentioned in the previous section, or can have a wider range of brighter colors utilizing the powdered dyes readily available in local markets around the world. This is a fun, interactive project but when working with youth, it may require more patience than creating puppets and papier mâché.



West African “mud cloth” involves a similar technique and is often created using the powdered remains of termite mounds mixed with the mud from specific river beds and locally available leaves and ash to brush patterns on loosely woven cloth with high absorption capacity. Either a high starch paste of rice or cassava can be used, or the melted wax from candles to paint patterns that will resist the dye and remain the original cloth color when dried, peeled off and washed.

Paste

The following mixtures are locally produced adhesives that can be used to fix paper and cloth items together, make puppets and otherwise help to create NFE materials.

► **Flour Paste:** Use commercial wheat or cassava flour and water. Remove all lumps from the flour by sifting it through a wire sieve. Add water as needed to the flour to form a smooth paste.

► **Rice Paste:** Use a handful of rice and water. Cook rice in water as usual until rice is moist and sticky. Do not allow rice to become dry. Allow to cool and drain off any excess water. Use the sticky rice as a paste, pressing out lumps with your finger as you apply it.

► **Cassava Paste:** Use four medium cassavas (or any high starch tuber) and cold water. Peel, wash and grate the cassavas. Add cold water, soak and strain into another container. Squeeze out all liquid. Let stand for one hour. Starch will settle to the bottom of the container. Pour off liquid, scrape starch from the bottom of the container and set it in the sun to dry. To make paste, mix some starch with cold water until quite thick. Next, add boiling water, stirring constantly, until it reaches the desired consistency for paste.





IDEAS AND APPLICATIONS

Now that you have read and learned about creating materials, it may be helpful for you to apply what you have learned. Feel free to try one, several or all of these activities. Or, create your own!

TRANSFORM LOCAL “JUNK” OR DISCARDED OBJECTS

As we have seen from the “recipes” in this chapter, NFE materials can be made out of many different resources available in the community, and the more you work at it, the more creative you’ll become. Given current environmental challenges, it is important to creatively reuse and recycle as much as you can. Challenge yourself with the following activity.

- To begin this activity, discuss with your group the cultural definitions of “trash.” Definitions of what is considered useful or trash may differ across cultures and communities.
- With your training group, your students, the community group with which you work, some friends, or even on your own, go out and collect some local discarded objects. Focus on the types of things that people might be likely to throw away. Bring the discarded objects together, and spend about five minutes on each brainstorming the various uses it might have in an NFE learning experience. See how many ideas you can come up with for each.
- Using the idea above, have a “local discarded objects contest.” Either individually or in teams, have participants brainstorm uses for the objects that have been collected. Each person or team should list as many ideas as they can, and the one with the most ideas (or the most creative ideas) wins the contest.
- When you’ve brainstormed many different ideas, choose one or two and create NFE learning materials out of the discarded objects.
- When working with discarded objects, take care not to use unsanitary or unsafe objects or materials.



EXAMPLE OF A “JUNK” PROJECT

Empty plastic water bottles can be wonderful learning tools. For example, in a science classroom, they can be cut in half length-wise and used to create terrariums. Health Volunteers have also used plastic water bottles to teach mothers about the importance of re-hydrating babies who suffer from diarrhea. To create a “diarrhea baby”:

Preparation:

1. Empty the bottle.
2. Cut a hole in the bottom of the bottle and fill the bottle with a mixture of dirt, rocks and water.
3. Create a face (on cardboard or poster board) and paste the face onto the side of the bottom of the bottle.

During the Demonstration:

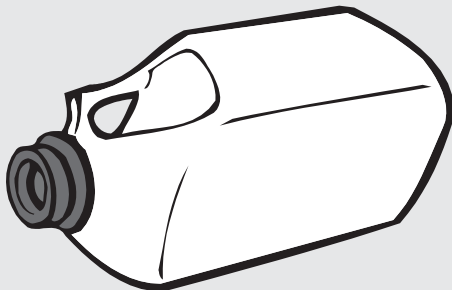
4. During the presentation, hold the bottle upside down. The bottom (with the face) is now at the top.
5. Slowly pour water into the top, while slowly unscrewing the cap (at the bottom). As the water flows through, the baby’s “diarrhea” will clear up.
6. Throughout the demonstration, ask the following questions:

What’s wrong with the baby?

What kinds of things can make babies sick?

What happened when we added the water?

Can you do the same thing with a sick baby? How?



SURVEY THE LEARNING MATERIALS IN YOUR COMMUNITY

Use materials that will be comfortable for participants in the context in which you work. Take a walking tour or survey of your community to see what types of learning materials people commonly use. Remember to note the characteristics of the participants and the context of the learning, as well as the resources used.

- Go to the local hospital or health center and ask the nurses or health educators to show you some of the materials they commonly use in learning activities.

- Shadow a local teacher for a few hours, and note the materials used in the classroom.

- If possible, attend a community meeting, local drama or cultural event. What types of resources are used? Of what materials are they made?



KEY RESOURCES

REFERENCES:

Adapting Environmental Education Materials. Washington, DC: Peace Corps, 1999.

[ICE No. M0059]

This text offers the environmental educator a useful guide to adapting educational materials that might have been created in other countries or for different populations. Useful for all educators, the manual details the many issues to consider in adapting and testing learning materials, and provides several specific examples. Also included is a set of guidelines for excellence in adaptation, and a suggested training of trainers program.

ADDITIONAL RESOURCES:

Kirn, Elaine. *Doing Without the Photocopier. From A to Z: 26 Creative Ideas for Reusable Language Games and Activities.* Culver City, CA: Authors and Editors, 1995.

The ideas in this book can supplement (or replace) textbook lessons. Save time and energy by creating reusable materials designed to be adaptable to mixed-level classes and different content areas, and to provide a challenging change of pace from textbooks.

Promoting Powerful People. Washington, DC: Peace Corps, 2000. [ICE No. T0104]

This useful resource guides the Peace Corps Volunteer through the many stages of community change and development, from assessment to project planning to small-scale implementation to evaluation. The book offers many specific methods of assessment and facilitation, and includes a section on adapting print materials, using folk media, and working with radio.

Rohr-Rouendaal, Petra. *Where There is No Artist: Development Drawings and How to Use Them.* London: Intermediate Technology Corporation, 1997.

This resource offers dozens of drawings appropriate for use with populations in Africa, Latin America and Asia. The drawings depict realistic situations in rural and urban situations at clinics, schools and other local environments.

Werner, David and Bill Bower. *Helping Health Workers Learn: A Book of Methods, Aids, and Ideas for Instructors at the Village Level.* Palo Alto, CA: The Hesperian Foundation, 1982. [ICE No. HE061]

Although the title suggests that this book is for health workers at the village level, the messages, methods, teaching techniques, and approaches can be adapted to any learning situation. Werner and Bower effectively describe Freirian participatory approaches to education and provide numerous examples and strategies for using these theories in learning situations.

WEB RESOURCES:

Making Books with Susan Kapuscinski Gaylord

<http://www.makingbooks.com/>

The site offers several book projects that can be completed in short periods of time with learners of all ages. The site's text offers many ideas about how to use books in a variety of learning situations, and provides easy-to-follow directions and diagrams.





CHAPTER 7

BRINGING IT ALL TOGETHER

IN THIS CHAPTER

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REVIEW

In the beginning of this text, we suggested that there were many different definitions of nonformal education, and that you would probably develop your own unique interpretation of NFE based on your experiences and personal philosophies. Given what you have learned and discovered by reading and engaging in the activities in these six chapters, how would you describe NFE now? What are the most important characteristics of NFE, based on your experiences with it?

As we stated in Chapter 1, in the Peace Corps' context, an NFE approach would:

- Involve participants actively in identifying needs and finding solutions;
- Promote learning that is practical, flexible, and based on real needs;
- Focus on improving the life of the individual and/or community; and
- Encourage participants to assess, practice, and reflect on their learning.

We also suggested the following components as important issues to consider when designing NFE activities:

- Assessing the needs of participants
- Understanding learning styles and creating learning experiences for all styles
- Using the experiential learning cycle and 4MAT
- Evaluating the learning experiences
- Creating an effective environment for learning, by attending to issues of physical setting, layout, gender, and culture
- Employing a number of different learning methods and tools to stimulate participatory learning
- Adapting learning materials from local resources

This final chapter provides an opportunity for you to reflect on what you have learned and to begin to apply it in your own work. It also offers a few suggestions for the use of NFE in various sectors, in addition to providing a sample calendar of training events for a short workshop on nonformal education.



NFE IN ACTION: ONE PERCEIVED NEED, SEVERAL POSSIBLE SOLUTIONS

Consider the ways that two Volunteers in different situations approached a similar need: trash management in their respective communities.

MARTIN

Martin arrived in Madagascar as a TEFL teacher trainer, but quickly got caught up in a school youth project designed to sensitize students about environmental issues concerning the management of trash in the city. A needs analysis had already been completed by a WWF-



sponsored kids' club, and with small projects assistance funding that Martin helped secure, he organized a panel of teachers and specialists from areas such as natural sciences, geography and health to come and speak to the students about how the management of trash contributes to a safer and healthier environment. Following the day of lectures, presentations and small group discussions, the students built garbage bins for approximately 62 middle schools in the area, and developed a plan to schedule the safe

disposal of garbage and to monitor the bins' maintenance. In addition, small groups of students were assigned to create awareness campaigns (posters, announcements, etc.) on each school's campus to help ensure the success of the trash management plan. Contracts were written to define roles and responsibilities, and the specialists who provided the initial lectures and presentations helped to set up a list of indicators for students to chart and measure the program's success.

JESSICA

After listening to parents' concerns regarding trash and debris on campus at a school governance meeting, Jessica knew that action was needed to raise the school community's awareness of the potential hazards of trash. Although she had no funds and few resources at hand,



she did have access to many willing and eager students. She formed a partnership with an English teacher at the high school to develop a play focusing on waste in the community. The writers, actors and stage directors were all high school students, and the costumes and props were fashioned out of recycled material found around the school campus. The students traveled to the local middle school and elementary school to educate while entertaining their audiences.

After each performance, the high school students broke the younger students into groups to talk about ways that they could clean up their campus and make it safer for everyone. The cost of the production was minimal, and no extra funds were necessary.

As you can see, each situation had a similar question: How do we raise awareness about waste management? Martin and Jessica approached the problem using quite different education techniques, based on the resources available. Although the projects look very different, the end goal of raising student awareness of environmental issues is the same.



- Can you identify and list the nonformal teaching methods that Martin and Jessica used for each of their projects?
- Do you think one activity was more successful than the other? Why?
- How would you add to/change Martin's project? Jessica's project? Why?
- What would be effective methods for Jessica or Martin to measure and evaluate the success of their projects, both qualitatively and quantitatively?
- Can you think of alternative projects to meet the same goal?

NFE EXAMPLES IN DIFFERENT SECTORS

As you can see from the examples above, the use of NFE techniques and approaches need not be confined to training workshops alone. NFE can be used in the formal education classroom, in meetings, and in your everyday work with your counterparts, community group or the people in your community. Throughout the text, there have been many examples for the use of NFE approaches and methods in a variety of different work environments. Here are several more, by sector. There is space on the chart for you to list the NFE activities that were applied in the example, or that could be applied. Try to think of multiple approaches to each situation!

AGRICULTURE	
NFE Application:	<ul style="list-style-type: none"> • A Volunteer demonstrates the use of organic compost to a group of farmers. He uses a roll-up chalkboard while standing in the field to help the group understand the important concepts. • Using informal and structured interviews, a farmers' group tries to discover how to affect the prices paid for their tobacco crops.
Your Application Ideas:	<ul style="list-style-type: none"> •

BUSINESS DEVELOPMENT	
NFE Application:	<ul style="list-style-type: none"> • A community group takes a field trip to a cooperative in the next town to learn how to set up one of its own. • Participants in a workshop on income generation brainstorm many ideas for new business enterprises, then divide into small groups—with each group exploring one of the ideas. • A Volunteer works with a high school jewelry-making club to learn the skills needed to run a small business—starting with lectures on basic marketing and accounting, and then teaching a few students to use software programs. A local souvenir shop allows them to sell their products from his shop in order to give them a chance to apply their new skills and knowledge.
Your Application Ideas:	<ul style="list-style-type: none"> •
COMMUNITY DEVELOPMENT	
NFE Application:	<ul style="list-style-type: none"> • A Volunteer guides local men and women in the creation of a community map. • A community group uses a sand table to design its proposed community center.
Your Application Ideas:	<ul style="list-style-type: none"> •

EDUCATION	
NFE Application:	<ul style="list-style-type: none"> • A Volunteer gives a lecturette on the importance of clean water, after which students conduct an assessment of local water sources using observation, collection and analysis of the water. The students create and distribute posters to show the importance of boiling water. • Secondary school students create a drama about peer pressure using puppets. They perform the drama for the older primary school students and lead a discussion about avoiding peer pressure. • Local secondary school teachers are given a paper-and-pencil survey about what teaching techniques they know and what they'd like to learn. The Volunteer arranges for, or facilitates herself, workshops to accommodate the needs of the teachers surveyed. • An education Volunteer enriches some of the European textbooks by adding information to the lessons directly related to the town's social events and customs.
Your Application Ideas:	<ul style="list-style-type: none"> •
ENVIRONMENT	
NFE Application:	<ul style="list-style-type: none"> • A Volunteer facilitates a storytelling session about the effects of deforestation before teaching the group how to make roll-up blackboards to use instead of paper. • At the meeting of a women's group, a Volunteer demonstrates how to make compost. • Students build a 3-D model of the local river basin.
Your Application Ideas:	<ul style="list-style-type: none"> •



HEALTH	
NFE Application:	<ul style="list-style-type: none"> • An HIV/AIDS Volunteer uses a skit to show how HIV infection leads to AIDS. • A Volunteer working on nutrition goes from house to house visiting mothers. Using an informal interview, she ascertains what the children are eating and exchanges ideas for improving nutrition in the home. • A Volunteer leads a youth group in preparing the content and graphic art for an informational alcohol awareness brochure to be professionally printed and distributed at the local high school. • A cooking demonstration is held to encourage the use and consumption of a nutritious locally grown vegetable. Easy-to-follow diagrams are distributed to the attendees so that the recipes can be used at home.
Your Application Ideas:	<ul style="list-style-type: none"> •
INFORMATION & COMMUNICATION TECHNOLOGIES	
NFE Application:	<ul style="list-style-type: none"> • Young adults write a radio script for an anti-smoking campaign. The youth perform the script as part of a local radio broadcast. • NGO staff create a website and begin training local community members how to access the Internet.
Your Application Ideas:	<ul style="list-style-type: none"> •

WATER AND SANITATION

NFE Application:

- A Volunteer teaches a group of children a song about how to prevent guinea worm infection.
- A Volunteer facilitates an interactive demonstration by an NGO with a group of community members to teach them new hand-dug well techniques.
- A Volunteer shows a group of community health workers how to purify water using a solar disinfecting method called SODIS.

Your Application Ideas:

-

YOUTH AND COMMUNITY DEVELOPMENT

NFE Application:

- A youth group uses participatory techniques to evaluate its income generation projects.
- At a girls' retreat, a Volunteer guides a visualization exercise as part of a goal-setting session.

Your Application Ideas:

-



A SAMPLE WORKSHOP CALENDAR OF EVENTS

Suppose you are asked to facilitate a workshop on NFE for your colleagues or fellow Volunteers. What would be most important for you to include? Would you be working with a specific sector or would you be designing a cross-sectoral workshop? How would you assess the needs of the learners? What learning environment would you attempt to create? Which warm-ups and activities would you pick? How would you evaluate the session?

Below is a sample calendar of training events (COTE) for a three-day workshop on nonformal education. It includes the content areas and the overall design, but you will need to adapt this calendar to meet the needs of your particular group. Think about how you would choose warm-ups, activities and so on for your own colleagues or fellow Volunteers. There are many to choose from throughout the text, in the *Appendices*, and in the resources at the back of each chapter. See *Appendix G* for a copy of a blank calendar for you to practice planning and pacing your own workshop.

Note: If you are conducting a Training of Trainers on NFE, it is important to both model NFE techniques and allow learners to process what they have learned and experienced. You may wish to set aside time at the end of each day to allow participants to process and reflect on the activities and how they exemplify NFE.

DAY 1	DAY 2	DAY 3
Warm-up: Matching Proverbs <i>(See Appendix C)</i> Introductions/ Expectations What is NFE?— <i>Two Approaches to Education</i> Role Plays and Discussion <i>(See Appendix H)</i>	Warm-up: How Many Trees in an Orange? <i>(See Appendix C)</i> Needs Assessments: Jigsaw Learning <i>(See Chapter 5)</i>	Warm-up Game: BUMP! <i>(See Appendix D)</i> Facilitation Skills Practice
BREAK		
Learning Styles: <i>Learning to Sail Activity (Appendix I) and Lecturette on Learning Styles (See Chapter 5)</i>	Session Design and Evaluation	Creating a Session Design: <i>Small Group or Pair Work (See Chapter 5)</i>
LUNCH		
Experiential Learning Cycle & 4MAT: Modeling followed by <i>Small Group Work:</i> participants create short 4MAT sessions <i>(See Chapters 3 and 5)</i>	NFE Methods and Tools	Sharing Session Designs
BREAK		
Presentation of 4MAT Sessions Reflections	Facilitation Skills: The Importance of Processing	What does NFE Mean to You? Participant-led workshop evaluations Closing: Spider Web <i>(See Chapter 3)</i>

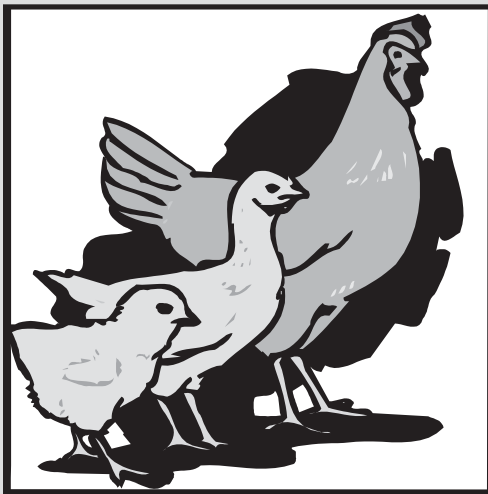


IDEAS AND APPLICATIONS

Now that you have read and learned about incorporating NFE into different sectors and topics, it may be helpful for you to apply what you have learned. Feel free to try one, several or all of these activities. You could also create your own!

DESIGN YOUR OWN NFE ACTIVITY

Here is a sample situation for you to practice designing a nonformal education project:

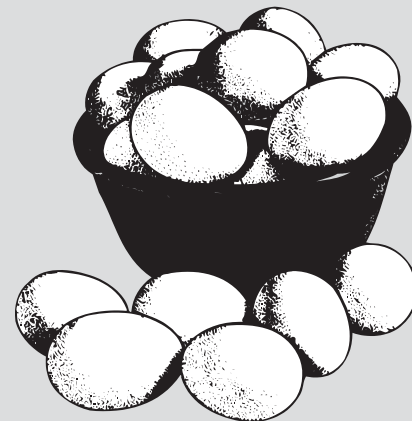


An agricultural Volunteer was assigned to an island in the Pacific. After a few months at her site, she realized that the community's diet relied a great deal on eggs. Yet, despite the demand for eggs on the island, none of the villagers was producing any for sale. All of the eggs to be found at the village store were shipped in from another island and were often expensive and sometimes rotten upon arrival.

Although starting a poultry farm seemed like a great solution to the Volunteer, she knew from pre-service training that it was best to let the community determine their needs and how they wanted to solve them. Instead of suggesting the community start a poultry farm, she spent a great deal of time observing and listening to the community

members. When the Volunteer asked why no one had started a local poultry farm, villagers generally echoed two reasons: there was a lack of money and a lack of knowledge. In informal conversations with some of the community members the Volunteer shared her experience working on a cooperative poultry farm in the U.S.

Eventually, the community asked the Volunteer to teach them the basics of starting a poultry farm. The Volunteer then drew on her knowledge of nonformal education, especially Vella's *Seven Steps of Planning*, to design a training session on poultry farming. By combining participatory project design and management techniques with nonformal education, the Volunteer helped the community help itself.



Using all of the knowledge, skills, and attitudes you have developed, sketch a plan for an NFE activity. Vella's *Seven Steps of Planning* described in Chapter 3 provides an efficient template to help you get started:

<p>Who will participate in this activity? How will you determine what participants already know about this topic? (Consider age ranges, gender breakdown, cultural mix, hierarchies that may be at work.)</p>	
<p>Why is this project necessary or helpful? What is the overall goal of learning? What do the participants want to learn, and are they attending voluntarily or not?</p>	
<p>When will you conduct the training? How much time will you need? Are there work or season-related time constraints? Is the time relatively convenient for the participants? How will you schedule the time?</p>	
<p>Where will you conduct your training? Will it be indoors or outside? What equipment is available? What do you have and what do you need to obtain or make?</p>	
<p>What are the behavioral objectives of the training? What will the participants be able to do differently after the training?</p>	
<p>What specifically will the participants learn? What new knowledge, skills and attitudes do you want to develop?</p>	
<p>How will the participants engage in the training to learn the content? What learning methods will you use to meet the learning objectives? What tools will you use to evaluate the training to see if the objectives were met? (Refer to <i>Parts of a Learning Activity</i> in Chapter 3 for more detailed lesson planning assistance.)</p>	

REFLECT

- What is your personal definition of nonformal education? How would you describe it to a new trainee?

- How can/will you adapt the approaches, philosophies and methods of NFE to your own work?

- What particular challenges are there in using nonformal education in your sector? What are some ways to overcome these challenges?

- Now that you have used several NFE methods and tools, think again about the discussion of problem-based versus asset-based approaches. What has your experience been with each? Which approach are you more comfortable using?





KEY RESOURCES

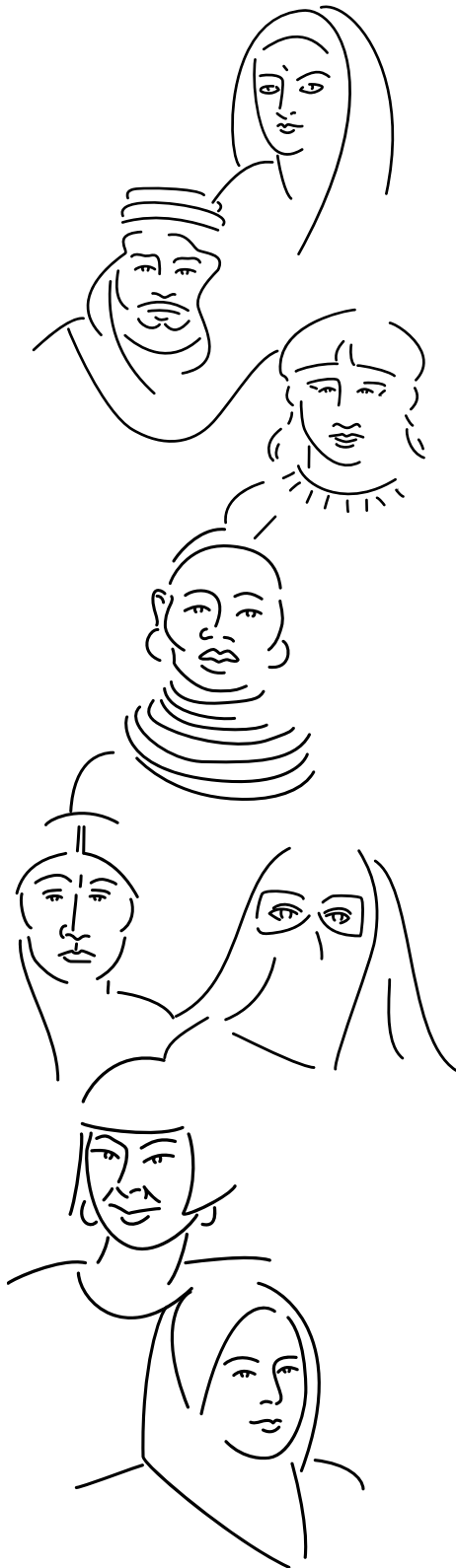
REFERENCE:

Werner, David and Bill Bower. *Helping Health Workers Learn: A Book of Methods, Aids, and Ideas for Instructors at the Village Level*. Palo Alto, CA: The Hesperian Foundation, 1982. [ICE No. HE061]

Although the title suggests that this book is for health workers at the village level, the messages, methods, teaching techniques, and approaches can be adapted to any learning situation. Werner and Bower effectively describe Freirian participatory approaches to education and provide numerous examples and strategies for using these theories in learning situations.



APPENDICES



As a community developer worker, educator, and trainer, you have many NFE techniques and tools to choose from. This chapter provides a sampling of just some of the NFE activities available. As you gain experience, you will no doubt adapt and/or create your own activities to suit your audience, content, and goals.

The Appendices are organized as follows:

- **DEFINITION:** The basic purpose of each activity or what this type of activity is generally used for.
- **EXAMPLE:** One or two examples of how to apply the tool or activity is included, so you can practice your new skills and knowledge right away.
- **ADDITIONAL RESOURCES:** are included for you to learn more about this tool or activity.

APPENDIX A

ASSET-BASED APPROACHES

DEFINITION:

In an asset-based approach the emphasis is on “what’s working.” By focusing on successes and strengths, the asset-based approach aims to build on a community’s positive experiences, existing knowledge, and available resources.

EXAMPLE: APPRECIATIVE INQUIRY

Appreciative inquiry (AI) is an approach to building capacity and fostering innovation within organizations, groups and communities. Through appreciative inquiry, members of an organization or community focus on their past successes and existing strengths to collectively develop a common vision for the future and initiate action to achieve it. The process involves interviewing and storytelling that draws on the best of the past to visualize and develop possibilities. In guiding a group toward “growing the best of what is,” AI uses a four-step process, called the “4-D Cycle.”

Discovery—Appreciating the Best of “What Is”

During the discovery phase, participants use interviewing and storytelling to discover the best of “what is” by focusing on times of excellence, when people have experienced the organization at its most vital and effective. Some of the core questions in an appreciative interview might include:

- 1. Best Experience:** Remember a time when you experienced a high point or peak experience in your work with (name of the group)—a time of great success, when you felt proud to be a part of the group. Tell me a story about that time.
 - a. What happened?
 - b. What was your role in the situation? Who else was involved and what were their roles?
 - c. What were the key factors of success?
- 2. Values:** Without being humble, tell me about your work and your values.
 - a. What do you value most about yourself? Your work?
 - b. What do you value the most about (name of the group)?
 - c. What are the core values without which (name of the group) would not be the same?
- 3. Three Wishes**
 - a. If you had three wishes for your organization, what would they be?



Dream—Imagining What Might Be

In this phase, group members build upon the data generated by their stories to begin to envision a positive future for the organization. Engaging in dreaming and visioning takes people beyond what they thought was possible. This is a time to imagine the group's greatest potential. Participants create possibility statements in the present tense that describe the ideal future as if it were already happening.

Design—Co-Constructing the Ideal

During the design phase, group members capture the image that they have created together of their desired future by beginning to design the mechanisms that will support their dreams. This is the action planning phase of the cycle.

Delivery

In the final phase of the cycle, group members work together to implement the action plan that they have created. They make commitments and begin to take action. The emphasis is on becoming a “learning organization” in which all members are committed to continuous learning, adjustment, and innovation in support of their shared vision. The key to sustaining momentum is to build an “appreciative eye” for all of the systems and ways of working together and with the community.

The appreciative inquiry process does not end with this final stage, but is a continuous process of discovery, learning, and innovation.

Adapted from “Appreciative Inquiry as an Organizational/Community Change Process” in the Peace Corps’ *Roles of the Volunteer in Development Manual*, Peace Corps, Washington, DC. [ICE No. T0005]

THE PROBLEM-POSING APPROACH

DEFINITION:

Based on the work of Paulo Freire, problem posing is a mini-learning cycle in itself. Through a series of questions and answers, people move from a description of the situation to action and then to reflection upon that action. In this approach, learners look at situations around them and identify problems they are having or specific issues at work in those situations. Pictures and questions are often used as prompts to help foster participatory discussion of both positive and challenging situations in the community. Through this questioning process, community members work to diagnose the root causes of problems and identify solutions. Through this participatory dialogue, community members develop a critical awareness of the world around them and feel empowered to act on conditions that affect their lives.



EXAMPLE:

The problem is posed in the form of a “code.” This code can be a dialogue, paragraph, word, photo, or drawing. For example, a teacher might show a drawing depicting girls collecting firewood, cooking, and cleaning very early in the morning, followed by another drawing of girls falling asleep in their classroom. These pictures might stimulate a discussion around girls’ education, challenging gender roles in the community and so forth. Often, codes are discussed using the following sequence:

1. Describe the situation.
2. Identify the problems or issues in the situation.
3. Relate the problems or issues to your own experience.
4. Identify the underlying causes of the problem or issue.
5. Identify constraints and opportunities for action.



A problem or code should have the following features.

- **It should be recognizable to community members.** The problem should be grounded in the community’s experience, not the trainer’s or facilitator’s. In fact, codes are most effective when they are created by someone within the community itself—perhaps a trusted HCN counterpart or other active, insightful community member.
- **Avoid providing solutions.** The facilitator of a problem-posing discussion is viewed as a co-learner in the group. Problem posing presents open-ended issues that can be dealt with creatively and critically, giving the affected people input into the process. It is important for the facilitator to merely facilitate this process, and not propose ready solutions, as this can result in further disempowerment for the group.
- **Avoid overwhelming people.** The issue should not be so emotionally charged or impossible to solve that it prevents people from talking about it. Rather, it should be one that they can address.

ADDITIONAL RESOURCE:

See “The Problem-Posing Approach” in the *Roles of the Volunteer in Development Manual*, Peace Corps, Washington, DC. [ICE No. T0005]

APPENDIX B

ASSESSMENT TOOLS

DEFINITION:

An assessment tool is used to identify participants' knowledge about, interest in, experience with, and/or reason for learning about, a particular topic. You can use an assessment to identify what the participants' already know about a topic and/or what they are interested in or need to learn. Assessments can be written or verbal. Ideally, assessment is done in advance of a learning activity, session, or workshop. The results are then used when designing the learning activity. Spot assessments are useful at the beginning of a learning session, when you have not had a chance to assess a group's knowledge prior to designing your learning activity.

EXAMPLE A: SPOT ASSESSMENT

- **The “True/False” Activity:** Make a list of statements about the topic that can be answered with “true” or “false.” Post the word “True” on one wall in the room, and the word “False” on the opposite wall. Ask participants to stand in the center of the room. Indicate that as you read each statement, the participants should decide whether it is true or false. They should then move to the appropriate sign in the training room. Ask a participant or two on each side to clarify and/or expand on their answers. Give the correct answer before moving on to the next statement. This activity will give you a sense of the knowledge level of the group, as well as provide some valuable insight about the personalities of the participants and the informal leaders in the group.

▶ *Note: It is important that these questions assess facts, not opinions. If you wish to conduct a values clarification exercise instead, use the words “Agree/Disagree” and be clear that there are no “correct” answers, but various values or opinions.*

- **Group Brainstorm:** Perhaps the shortest and simplest “mini-needs assessment” at the start of a session is to ask a few questions about the topic and to conduct a quick brainstorm about major points. For example, if “needs assessments” is the topic of the session, you might ask some of the following questions and note the answers on a flipchart or board:

- ▶ How many people know what a needs assessment is? (Show of hands.)
- ▶ Who would like to describe “needs assessment” to us?
- ▶ How many of us have ever conducted a needs assessment or participated in one?
- ▶ Tell us a bit about that experience. What tools did you use?
- ▶ What is the purpose of a well-conducted needs assessment?

EXAMPLE B: WRITTEN ASSESSMENT

- **Pre-Test:** You might wish to distribute a short anonymous written test before the start of the session to determine participants' knowledge of the topic. As you will not be able to read the tests during the session itself, this approach might be best for longer training programs, and might not be useful for a session any shorter than one day.



APPENDIX C

★ ICEBREAKER/WARM-UP

DEFINITION:

A short (usually 5-15 minute) activity used to create a positive group dynamic, build rapport, introduce and/or review the learning topic, energize a group, and stimulate thinking. Icebreakers are used when the group is meeting for the first time, while warm-ups are used in subsequent meetings or sessions.

EXAMPLE A: MATCHING PROVERBS

This is a good introductory activity for an NFE workshop to help people to get to know each other and to begin to discuss some of the issues around nonformal education.

Separate each proverb into two, and paste (or write) each half on its own card. Pass them out so that each participant gets one half of a proverb. You might use the proverbs listed below, or ask HCN co-facilitators to prepare appropriate local proverbs.

Explain that you have written one half of a proverb on each card, with the first part of the proverb on one card and the second part on another.

Give everyone a card and ask them to move around the room until they find the person with the other half of their proverb. When they think they have found their partner, they can introduce themselves (if they don't already know each other) and talk for a few minutes about what the proverb means, whether or not they like it, etc.

After participants do the activity, ask everyone to sit next to their partner. One by one, ask each pair to read its proverb to the group and to describe what they think it means and any other thoughts they had about it. Give each pair about two minutes to present the proverb they have.



Sample Proverbs:



Cross the river in a crowd...	...and the crocodile won't eat you. (Madagascar)
Knowledge is like a garden...	...if it cannot be cultivated it cannot be harvested. (Guinea)
Those who are absent...	...are always wrong. (Congo)
No matter how full the river...	...it still wants to grow. (Congo)
One camel does not make fun...	...of the other's hump. (Guinea)
The person who is being carried...	...does not realize how far the town is. (Nigeria)
You can't have the sunrise...	...before the day time. (Haiti)
If every day the bucket goes to the well...	...the bottom will drop out. (Belize)
When elephants fight...	...it is the grass that suffers. (Mozambique)
A bird in the hand...	...is worth two in the bush. (U.S.)
A stitch in time...	...saves nine. (U.S.)



Proverbs are the daughters...	...of experience. (Burundi)
When spiders unite...	...they can tie up a lion. (Ethiopia)
It's no time for the doctor...	...when the patient is dead. (Ireland)
The day of the storm is not...	...the time for thatching. (Ireland)
A leaky house may fool the sun...	...but it cannot fool the rain. (Haiti)
A wolf will hire himself out...	...very cheaply as a shepherd. (Russia)
Talk...	...does not cook rice. (China)
You'll never plow a field...	...by turning it over in your mind. (Irish)
When you drink the water...	...think of the well-digger. (Russia)
He who spits at the sky...	...gets his face wet. (El Salvador)
A closed mouth...	...gathers no flies. (El Salvador)

A new broom sweeps clean...	...but an old broom knows every corner. (Jamaica)
The fault was committed in the bush...	...but it is now talked about on the highway. (Samoa)
He is not wise...	...who places stones on his roof. (Tahiti)
The camel...	...does not see his own hump. (Armenia)
The angry man...	...ages sooner. (Armenia)
Between two friends even water drunk together...	...is not sweet enough. (Zimbabwe)
Having a good discussion...	...is like having riches. (Kenya)
Until lions have their own historian...	...tales of the hunt will always glorify the hunter. (Nigeria)
Even the mightiest eagle...	...comes down to the tree tops to rest. (Uganda)
Plant only one seed of virtue...	...much fruit will be harvested. (Mongolia)
Escape from the tiger...	...and into the crocodile. (Thailand)



Those who can't dance...	...blame it on the flute and the drum. (Thailand)
He who undertakes too many jobs...	...does none. (Bulgaria)
Draw water from the new well...	...but do not spit in the old one. (Bulgaria)
You are as many a person...	...as languages you know. (Armenia)
It's not shameful not to know...	...but it's shameful not to ask. (Azerbaijan)
The rooster said...	..."I shall cry, but whether the sun rises God knows." (Georgia)
Only when you have eaten a lemon...	...do you appreciate what sugar is. (Ukraine)
If you wish good advice...	...consult an old man. (Romania)
Don't put gold buttons...	...on a torn coat. (Albania)
Nature, time, and patience...	...are the three great physicians. (Bulgaria)
Instruction in youth...	...is like engraving in stone. (Morocco)

At high tide, the fish eats ants...	...at low tide, the ants eat fish. (Thailand)
A bird does not sing because it has an answer...	...it sings because it has a song. (China)
People who do not break things first...	...will never learn to create anything. (Philippines)
Words are like spears...	...once they leave your lips, they can never come back. (Benin)
A chattering bird...	...builds no nest. (Cameroon)
If things are getting easier...	...maybe you're headed downhill. (Ghana)
When you wait for tomorrow, it never comes...	...when you don't wait for it, tomorrow still comes. (Guinea)
He who does not know one thing...	...knows another. (Kenya)
Nothing is so difficult...	...that diligence cannot master it. (Madagascar)
If the owner of the goat is not afraid to travel at night...	...the owner of a hyena certainly will not be. (Niger)
Nobody...	...tells all he knows. (Senegal)



You are not great...	...just because you say you are. (South Africa)
We start as fools...	...and become wise through experience. (Tanzania)
A roaring lion...	...kills no game. (Uganda)
Two experts...	...never agree. (Zimbabwe)

EXAMPLE B: HOW MANY TREES ARE IN AN ORANGE?

One creative warm-up activity for a workshop or session about needs assessments is *How Many Trees are in an Orange?* This short exercise demonstrates that often it is useful to immerse yourself in a problem before you can see all of its dimensions.

Draw a quick picture of an orange tree on the blackboard or flipchart. You may wish to use another, local fruit tree, although the fruit must be edible and have many seeds. Ask a participant to tell you how many oranges are on the tree. After the participant has answered, suggest that it is relatively easy for anyone to determine the number of oranges on a tree, through careful observation and counting. Suggest that some tasks require immersion into them before the answer can be obtained.

Give one orange to every pair of participants. Ask the group to work in pairs for the next few minutes to determine how many potential trees there are within each orange. The participants will find that they must dissect (or eat) the orange and count the number of seeds inside.

Connect the activity to the session topic by asking the group: “How is doing a needs assessment like finding out how many trees are in an orange?” Potential answers might include:

- “You really need to get into it to find the answers, to really understand the situation of the local people.”
- “You have to get your ‘hands dirty’ in order to ascertain the needs.”
- “It is easier to find the answer if you work with others.”
- “You can’t just observe and count things, you need to immerse yourself in the environment,” and so on.

APPENDIX D

ONGOING EVALUATION

DEFINITION:




An evaluation tool is an oral or written tool that can be used to:

- measure learners' mastery of the learning material;
- identify existing gaps in knowledge; and/or
- invite input from the participants on their level of satisfaction with the learning activity or session.

Evaluations can be progressive or summative. Daily evaluations are typically conducted at the end of the day. The results are then used to revise the learning activities and methods as needed.

EXAMPLE A: MOOD METER

The mood meter is a visual measure of participants' feelings, energy levels and satisfaction. You might choose to use a mood meter at the end of the day, before going to lunch or even after every session. Typically, a mood meter is hung by the exit to the training session so that participants may make their mark on the meter as they are leaving the training area. Mood meters can be put on a blackboard or on any kind of paper. They typically look something like this:

Participants place a check or other mark under the image that best represents how they are feeling, their level of satisfaction with the session or whatever other measure you choose to ask them as they prepare to leave the training area. Mood meters provide the group with an overall impression regarding participants' satisfaction and energy levels. It is possible for facilitators to solicit further feedback about the mood meter if the information provided is surprising or alarming in any way, but it is important not to react too strongly to the mood meter, otherwise participants may feel uncomfortable being completely honest with their responses. The mood meter serves as more of a "heads-up" regarding participants' feelings so that facilitators can make necessary adjustments during the course of the training day.

EXAMPLE B: EVALUATION COMMITTEE

A daily evaluation committee can help establish a regular, participatory method for ongoing feedback to the group and the facilitators. At the beginning of every day, choose two or three participants (or ask for volunteers) to evaluate the day's events. They may use any methodology they wish to gather information from the other participants. Normally, the evaluation committee meets immediately following the day's session, carries out their evaluation and presents their findings the next morning, just before the new session begins. This committee then passes its evaluation committee responsibilities to a new evaluation team and the process continues until the last day of the event.

It is best if the facilitators do not intervene in the form and content of the evaluation. Facilitators might instead ask the plenary for comments and only respond when there is a need to change the program due to the evaluation results.

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EXAMPLE C: PASS THE HAT

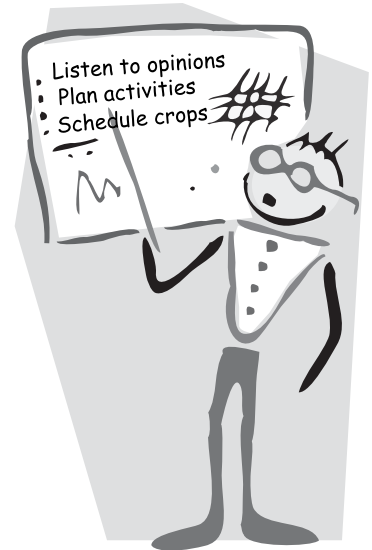


“Pass the Hat” is an exercise that solicits quick, anonymous feedback about the session or about a specific question posed by the facilitator. Participants and facilitators sit in a circle and each has a small piece of paper. The facilitator asks a specific question about the group process, about the session or about the training workshop. Participants write a short answer on their papers before folding them into a small square. The facilitator passes a hat around the circle, and participants drop their answers into the hat. The hat is shaken a bit then passed around the circle again. Each participant removes one answer from the hat and reads it to the group. This continues until all of the papers have been read. This feedback may merely be received

or the group may choose to discuss it. Depending on the group dynamic, you may wish to adapt this activity and have the participants respond verbally to the question prompts. Group dynamics, gender roles and other cultural factors may impact how comfortable individuals feel expressing their opinions openly.

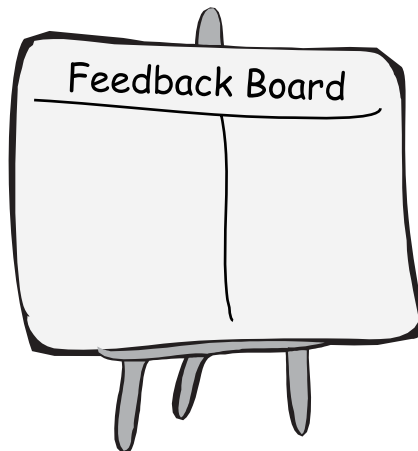
EXAMPLE D: BUMP!

This exercise is particularly useful for briefly reviewing a session that involved a great deal of content—for example, in a training where specific information is being taught. Participants are divided into groups of five people or fewer, and each person is given a marker. Each group is given a large sheet of paper. Groups huddle around the paper—either at a table or on the floor. The facilitator asks the participants to think about the session(s) and to remember the many things that have been taught—new words, concepts, specific information or skills. When the facilitator says “Go!” all participants should simultaneously write as many words or phrases as they can remember from the session’s learning. After one minute, the facilitator says “Stop!” and all participants must put their markers down. Beginning with one group, the facilitator asks a representative to read out all of the words or phrases written on the flipchart. Any group that has written that word or phrase on their paper must cross out the answer. The next group will read only those words that have not been crossed out, while all other groups cross out any duplicate words. This continues until all groups are finished. The group with the most words not crossed out (the most original words or phrases that are not duplicated by other groups) wins the exercise.



This exercise is a good way to quickly review the day’s learning as well as giving facilitators an idea of which concepts stood out the most for the group.

EXAMPLE E: FEEDBACK BOARD



An easy way to solicit feedback and questions from participants is to post a feedback board somewhere in the training area. You might use a blackboard, a bulletin board, or even a few sheets of flipchart paper, along with readily available markers so that participants can write comments or questions at the end of a session. Feedback boards allow participants to ask questions or express concerns that they might be uncomfortable sharing with the group.

Feedback boards may also be used as “parking lots,” or areas to post unfinished business or issues to which the group must return at a later time. If an idea or question comes up that you want to address at a later time, ask a participant to write down the question or issue on the feedback board as a reminder.

APPENDIX E

FINAL EVALUATION

DEFINITION:

Final evaluations are often used to determine the learners' mastery of new knowledge and skills. They can also be used to measure learners' level of satisfaction with the learning activities. As we learned in *Chapter 3: Learning Activities: From Assessment to Evaluation*, evaluations typically address four levels. When combined with pre-tests, final evaluations can be useful in helping you determine the impact of an activity, session or workshop on learners' knowledge, skills, attitudes and/or behavioral change. Although final evaluations are often in a written format created by the facilitator and completed by individual learners, there are visual formats that can be created and completed by group variations.

EXAMPLE A: ON A SCALE OF 1-5...

One quick and easy way to get feedback following an activity is to ask participants to rate different aspects of the workshop or day's training activity on a scale of 1-5 (with 1 being poor, 3 being good and 5 being excellent). You can prepare the list of items to evaluate before the activity or brainstorm with your participants the factors they feel should be evaluated. Once you have a list of items to evaluate, you can get your feedback several ways.

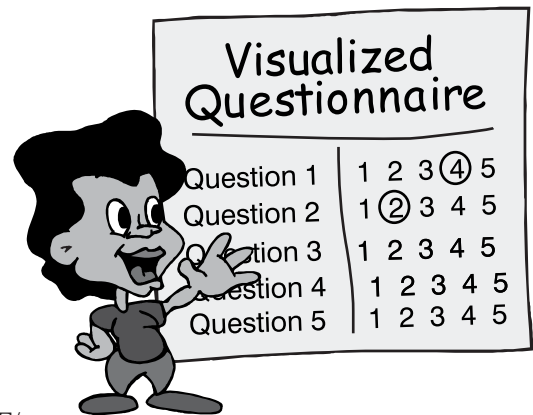
- Create a chart on a large piece of paper indicating each item to be evaluated with a 1-5 continuum next to each item. Hang the chart on the wall and ask participants to approach the chart and make a mark in the column that represents how they would rate each item. Once all participants have marked on the chart, you can tally the responses for your use as a facilitator or discuss results with the group.
- Ask participants to copy the list on an individual sheet of paper, indicate their ratings, and collect them to tally the results. You could also have the evaluation made beforehand and pass them out to be completed by each participant.
- Ask for a show of hands for each item. ("All those who give the 'warm-up' activity a rating of 'poor' raise your hand...")

Of course, you should have a good feeling for your group's comfort level at revealing ratings publicly if you choose one of the more public formats.



EXAMPLE B: VISUALIZED QUESTIONNAIRE

Another possibility is to conduct a pre-structured, anonymous questionnaire prepared by the facilitators. Each participant responds to the questionnaire—again on a scale of 1 to 5. The facilitators (or participant volunteers) create a visual representation of the questionnaire on a wall of the training room—with the questions on one side and the 1-5 scale on the other. The results of the anonymous questionnaires are tabulated and placed on the visualized questionnaire so that participants can have a final discussion about the results and exchange ideas for future planning purposes.



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EXAMPLE C: WRITTEN EVALUATION



A written evaluation is especially useful if the answer to: “Who wants to know and for what purpose?” involves reporting to a funding source or other supervisory group. There are typically two types of written evaluations—one that assesses the achievement of learning objectives and one that assesses participant satisfaction with the sessions. The former may simply list the learning objectives and ask participants to rate how comfortable they feel with their mastery of each objective. Written evaluations that assess satisfaction might ask participants to rate each session on a scale of 1 to 10, and then include a few open-ended questions for participant feedback on specific points. You may also wish to distribute some combination of the two types of written evaluations, but be sure to structure enough time at the end of your workshop for participants to respond to the questions.

APPENDIX F



LEARNING METHODS AND LEARNING STYLES

The completed chart below shows some of the learning activities that are well-suited for the different types of learners listed. You may wish to mix and match activities to reach as many learners in your group in as many ways as possible.

Method	Imaginative Learner	Analytic Learner	Common Sense Learner	Dynamic Learner	Visual Learner	Auditory Learner	Kinesthetic Learner
Brainstorming	X		X	X	X	X	
Card Sorting	X		X	X	X	X	X
Fishbowl	X		X	X		X	X
Stories	X			X	X	X	
Visualization	X			X	X	X	
Pictures	X			X	X		X
Role Plays	X		X	X		X	X
Sequential Role Plays	X		X	X		X	X
Dramatizations				X	X		
Skits	X			X		X	X
Demonstrations		X	X	X	X	X	X
Small Group Discussion	X			X		X	
Case Studies	X	X	X	X			
Panel Presentations		X				X	
Lecturette		X	X			X	
Jigsaw Learning	X	X	X	X		X	
Games	X			X	X	X	X

While some activities appeal more to particular learning styles, it is possible to adapt activities to make them more accessible to those with different learning styles. For example, while Imaginative Learners might be frustrated by merely watching a dramatization, you can engage them by allowing opportunities for adequate processing and sharing of ideas after the dramatization, or by involving them in presenting the drama itself. Similarly, while they might not enjoy being the observers on the outside of a fishbowl, they would probably enjoy the “tap-and-replace” kind of fishbowl, as they would be able to hear various perspectives, but still come in and out to add their own ideas. The ideas in this chart, as with many issues in NFE, do not contain any one “right answer,” but many different possibilities.

APPENDIX G



SAMPLE CALENDAR OF TRAINING EVENTS

Below is a sample calendar of training events (COTE) for you to practice planning a three-day workshop. Adapt this calendar to meet the needs of your particular group. Think about how you would choose warm-ups, activities, and so on for your own colleagues or fellow Volunteers. There are many to choose from throughout the text, in this *Appendix*, and in the resources at the back of each chapter.

DAY 1	DAY 2	DAY 3
BREAK		
LUNCH		
BREAK		



APPENDIX H

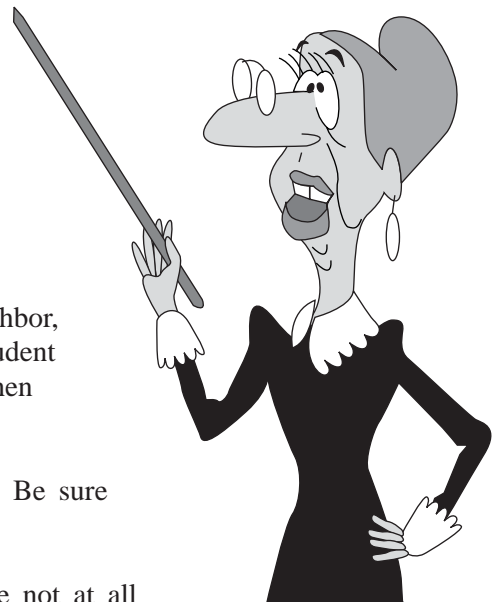
★ ROLE PLAYS—TWO APPROACHES TO EDUCATION

One classic example to use when communicating the power of nonformal education comes from David Werner, an innovative and provocative health educator who wrote *Where There Is No Doctor* and *Helping Health Workers Learn*. Werner suggests that for new practitioners of NFE to fully appreciate the importance of appropriate teaching, it might be helpful for them to experience both kinds of teaching and then compare them. He suggests the use of two role plays, which he calls “The Bossy Teacher” and “The Good Group Leader.” He recommends that these role plays take the participants by surprise. The whole group will participate, but at first the participants will not realize that the instructor is “acting.” You might make these two role plays your very first introduction to a group that is about to learn NFE theories and methods.

THE FIRST ROLE PLAY: THE BOSSY TEACHER

Suggestions to the Instructor:

- Before the students arrive, place chairs or benches in neat rows, with a desk or podium at the front.
- When the students arrive, greet them stiffly and ask them to sit down. Make sure they are quiet and orderly.
- Begin the lecture exactly on time. Talk rapidly in a dull voice. Walk back and forth behind the desk. If the students come late, scold them! Use big words the students cannot understand. Do not give them a chance to ask questions. (It helps if you prepare in advance a few long, complicated sentences that use difficult terminology.)
- If a student does not pay attention, or whispers to a neighbor, or begins to go to sleep, BANG on the table, call the student by his or her last name, and scold him or her angrily. Then continue your lecture.
- From time to time, scribble something on the blackboard. Be sure that it is difficult to see and understand.
- Act as if you know it all, as if you think the students are not at all knowledgeable. Take both yourself and your teaching very seriously. Permit no laughter or interruptions. But be careful not to exaggerate too much, as you do not want the students to know you are acting.
- The lecture goes on for too long, and at the end, be sure to single out someone and ask a question that they will not be able to answer.



Send the “students” off on a break, and prepare for the second role play.

THE SECOND ROLE PLAY: THE GOOD GROUP LEADER

This time, the facilitator treats the participants in a friendly, relaxed way—as equals. (This role can be played by the same person or someone else.)

Suggestions to the group leader:

- Rearrange the room so that the participants are sitting in a circle. Join the circle yourself as part of the group.
- As a group leader, “teach” the same topic as the instructor in the first role play. But use a participatory exercise or at least draw information out of the participants from their own experiences.
- Be sure to use words that will be easy for students to understand, and at times, check for understanding.
- Ask a lot of questions. Encourage participants to think critically and to figure things out for themselves.
- Use teaching aids that are available locally and are as close to real life as possible.
- Encourage participants to relate what they have seen and learned to real needs and issues in their own lives.

At the end of the session, the facilitator asks the group what they have learned and what they plan to do with what they have learned.

After both role plays are over, gather the group together to process what they have experienced. Some good questions to start the discussion might be:

- What did you think of the two classes?
- From which environment did you learn more?
- Which did you prefer? Why?
- Who do you think was the better teacher or leader? Why?
- In which session did you understand more of what was said?
- From which session do you remember more?

During or after this discussion, it helps to summarize the two approaches to teaching on a flipchart or blackboard.

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APPENDIX I

ROLE PLAYS—TWO APPROACHES

DEFINITION:

“Learning to Sail—Individual Learning Styles” is an exercise that reveals individual learning preferences. Just as people have different personalities, they also have different preferences in the way they like to learn. As a trainer, you need to be aware of your own learning style because it influences the way you train others. You also need to know the individual learning styles of the participants in your workshop or group.

EXAMPLE:

You need a group of people for this activity—fellow trainees and trainers if you are in pre-service training, or your counterpart and friends if you are already at your site.

1. Whatever your group, ask them to imagine the following scenario:

Imagine you are given the responsibility for sailing a boat across a three-mile lake. You don't know how to sail, but you have a day to learn. You are sitting on the beach with a variety of resources at your disposal.

[If you work in a waterless area where people have no concept of what sailing is, by all means, adapt the scenario to make it more appropriate. Select a skill that people have some ideas about but few or none in the group know how to do.]

2. Show the following list to the group (on flip-chart paper, a chalkboard, or a handout):

RESOURCES FOR LEARNING TO SAIL

- A manual on how to sail
- A sailboat ready to sail (with safety gear)
- A video on how to sail (complete with battery-powered VCR and monitor)
- A child who knows how to sail
- An encyclopedia of sailing techniques
- A workbook on sailing with a self-test on procedures
- Pencil and paper
- A peer to learn with you (who knows as little as you do about sailing)

3. Ask the group to think about the resources that they (as individuals) would choose to learn best how to sail. Explain that they may choose any number of resources and they can write them down if they like. Ask them to put their selected resources in the order they would use them.

4. Going around the circle, ask people to tell which resources they would use and how they would use them. Process this a little further by asking people to notice how many different ways of approaching the task there are within the group. What conclusions can they draw from the activity? What implications might learning styles have for facilitating training workshops with people?



Note: One of the key reasons the experiential learning model works so well in skill and attitude development types of workshops is because it addresses the different learning styles of the participants. An experiential session is likely to engage everyone in the room at some point in the learning process.

Reprinted from *Roles of the Volunteer in Development*, Washington, DC: Peace Corps. [ICE No. T0005]

