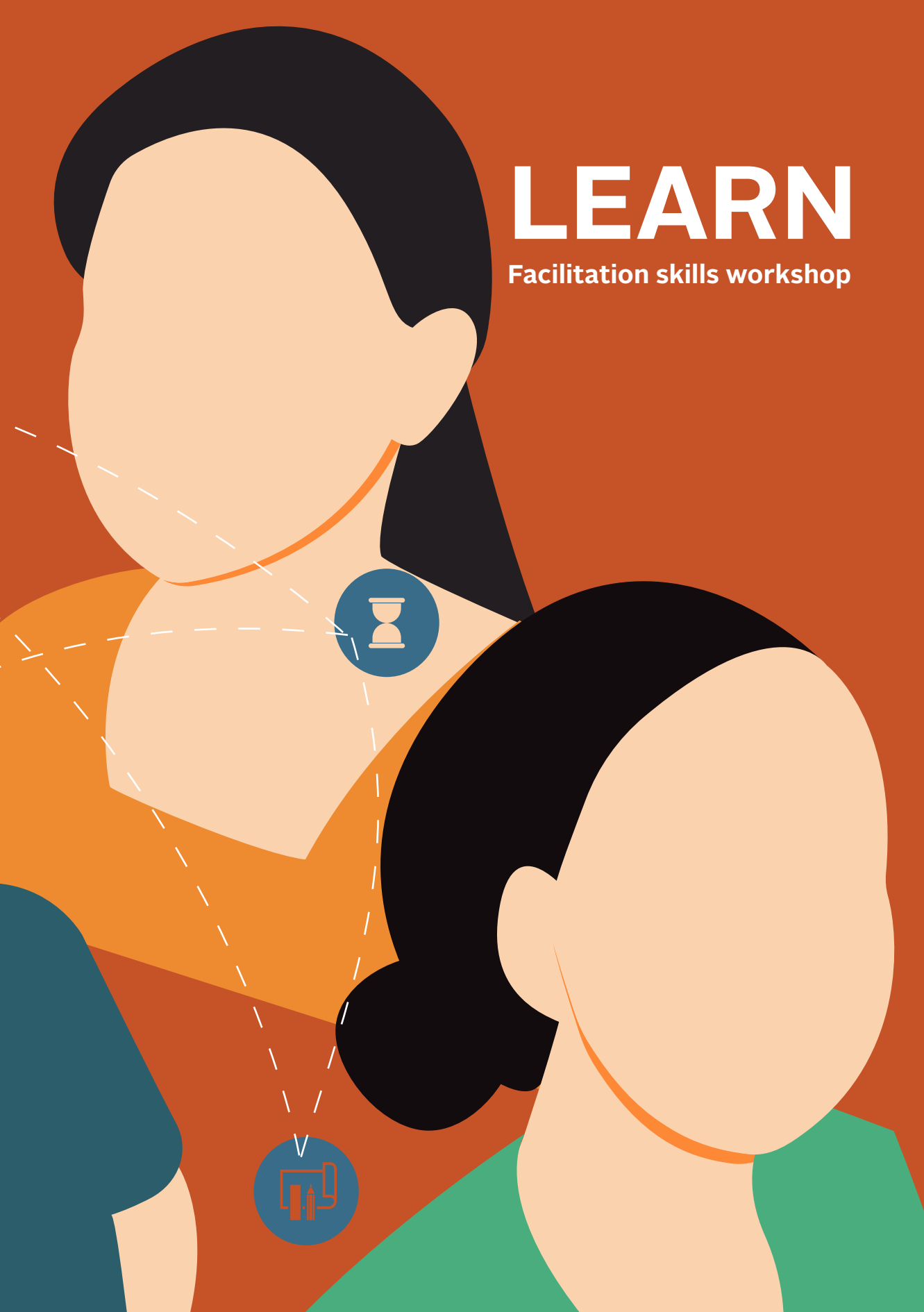


LEARN

Facilitation skills workshop



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Facilitator's guide

Go with the people:
Live with them.
Learn from them.
Respect them.
Start with what they know.
Build with what they have.

But of the best leaders
When the job is done, the task
accomplished,
The people will all say,
“We have done this ourselves.”

(adapted from Lao Tsu, China, 700 BC)

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DAY 1

Key ideas in facilitation and adult learning

INTRODUCTION AND OVERVIEW OF THE WEEK

Getting started

Session 1: Getting to know you

Session 2: Adult learning theory and practice

Session 3: Effective and ineffective facilitation

Session 4: Debating facilitation

Session summary

This briefly introduces the participants to the facilitators and to the workshop objectives and programme. The main introductory getting-to-know-you activities will come in the next session. Emphasis should be placed on the importance of the participants and their feedback.



Time

30 minutes



Objectives

To give participants basic information about the course



Materials

Handout 1, Overview of the Workshop Folders for participants, to include the Introduction to the Manual (These are often given out earlier, when participants register).

The Basic Kit: Lots of flipchart paper, ordinary A4 paper, coloured cards, felt-tip pens/board marker pens in different colours, scissors, masking tape, ordinary pens, stapler, glue, boxes of pins.

Safety pins and card for big name tags (if none are provided at registration)



Facilitator preparation

Arrange the chairs or other seating in a circle or horseshoe, with several spaces for people to get through. If there are tables for two, slant them down the sides of the horseshoe, facing the centre. You and the other facilitators should be a part of the circle. Make sure everyone can see the flipcharts. Make sure you have all your stationery, workshop Basic Kit. Stick up several pieces of flipchart paper on the wall. Write the heading, Comment Board/parking lot. Write Overview of the Workshop on flipchart paper - it is on Handout 1 (do not display until you discuss it). Write the overall objectives of the workshop on flipchart paper (do not display it until you discuss them).

Objectives of the workshop

- to examine and discuss key ideas in participatory learning
- to analyse and practise a variety of types of participatory activities
- to learn how to manage participatory activities such as group work and discussions
- to learn how to facilitate activities from the learning guidebook and select according to their specific needs
- to relate all information and discussion to their personal training experience and situations
- to gain confidence in their own and their clients' ability to identify and solve problems

Plenary Introduction

1. Who we are

1. Welcome participants to the course and thank them for coming.
2. Introduce yourself, the other trainers, and the organisation doing the training.
3. Ask participants to go round the circle, saying their names and organisations. Add that you will all be getting to know each other much better in the following session.
4. Say that you really want to make this workshop as relevant and successful as possible, and for that you will need their feedback about everything from the activities to the food. Say that this is their workshop.
5. Show them the Comment Board sheets and ask them to write comments on it any time -- about what they like and don't like, what could be improved. They do not need to write their names.

Personal notes:

Session **01**
Getting to know you



Session summary

This begins with different getting-to-know-you activities, primarily to give participants experience of the variety of ones' available. They write their hopes and fears about the workshop and lay them out for display, and also set the Ground Rules that they must all follow. In the Guardian Angel activity, each participant is allocated someone whose welfare he or she must check on throughout the week. They also get an anonymous Guardian Angel who will look after them. Finally, they are introduced to the idea of unpacking and briefly discuss the activities from a facilitator's point of view.



Time

1 hour



Objectives

- To have participants get to know each other in an informal atmosphere.
- To provide examples of a range of icebreakers and - other PRA activities.
- To discover and discuss participants' hopes and fears.



Materials

- Basic Kit of stationery - see the Introduction session
- Enamel plate and a spoon (*or bell etc.*) to make noise
- Small squares of paper for people to write their names on
- A bag/hat/basket for collecting and distributing papers
- Coloured card (*ideally three different colours*) or flipchart paper, cut into strips or squares big enough for people to write their hopes and fears about the workshop - 3 pieces per participant (*ideally 1 of each colour*)



Facilitator preparation

Write the questions below on the top half of a flipchart sheet, then pin or tape up the bottom to hide the questions and so that you can reveal them one by one.

What did you have to do to get here today?

What are the best things about the organisation and the community you work with?

What are you hoping to get out of this workshop?

Activities 9:30 - 10:45

1. Drawing introductions - an icebreaker (30 mins)

- a. Ask the group what sort of things they would like to know about their fellow participants, and write these on the flipchart as questions.
- b. Give everyone a piece of A4 paper and marker pens. Have more paper available. Ask them to write their name and their adjective at the top, in big letters.
- c. Then they should fold their paper into half, and draw things that show the answers to 2 of the questions on the flipchart. Stress that being able to draw well is not important at all, as they will also get a chance to explain their pictures. Give them 5 minutes for this.
- d. All the facilitators should do their own pictures too, and take part in the next stage.
- e. Give out pins - ask everyone to pin their Name Picture to the front of their clothes. Then ask them to walk around and look at as many pictures as they can, finding out about the things people have drawn.
- f. After 5 minutes, ask people to stop, but give them a few moments to end off conversations. Hand out tape, and ask participants to stick their pictures to the front of their desks, and then to sit down again.

2. Hopes and Fears - sharing concerns in plenary (15 mins)

- a. Tell the group that people always have expectations -- as they have seen -- but also worries when they come to a session like this. Give an example, maybe humorous, about something that has worried you (as the trainer that should be easy!)
- b. Say that now you would like them to share both those feelings.
- c. Ask someone to give out strips of card or paper - 3 to each person.
Note: you can use different colours for the 3 areas look forward/worry/find out if this is easy.
- d. While this is happening, write the following sentences on the flipchart:
 - i. I am looking forward to
 - ii. I am worried about
 - iii. I would like to find out

- e. Ask participants to take 3 strips of paper and complete 1 example of each sentence. When they have finished, get someone to collect all the "looking forward" strips, and 2 other people to collect the other sentence types.
- f. These volunteers should then put their strips on the wall or on the ground and put together any that are the same. Everyone can gather round and help with this.
- g. The 3 volunteers can then read out the issues in their sections. As they do this, deal with the issues raised, providing information and reassurance and encouraging discussion about what will happen. Make it clear if some issues cannot be dealt with in this workshop, but note them for later stages.
- h. Tell participants that you will look back at these at the end of the workshop to see whether all the expectations were met, and which fears were resolved.

3. Ground Rules - buzz groups and plenary (5 mins)

- a. Write Ground Rules at the top of a flipchart sheet.
- b. Explain that since they will want to get the most out of the course, they will find it useful to think about the rules they want to follow -- about being on time, being absent, smoking, interrupting -- things like that.
- c. Say: "Talk to the person next to you for a couple of minutes and see what you come up with." Then ask for suggestions for the list. Tell them that anybody can suggest a rule. If the others agree, the person who suggested it should write it down.
- d. To start them off, you may need to suggest things: no cellphones, punctuality, not interrupting other people, listening carefully, -- but it's much better for the ideas to come from them. Also, ask them to suggest how they will deal with "offences."
- e. At the end, ask someone to read the rules aloud, and say - "Is everyone happy with those?" Say that they can add anything else that annoys them during the workshop, as long as everyone agrees.
- f. Make sure that the paper is displayed throughout the workshop. If necessary, have a volunteer who will bring it and put it up each day.

4. Outline Workshop Objectives

- a. Show the flipchart paper with the **Objectives of the Workshop**, and talk briefly about these. Ask for questions and comments, and note any areas you may need to negotiate. Stress that everyone's full involvement and participation are vital for the workshop to be effective.
- b. Explain that this is the first part of a 3-part programme:
 - i. this first introductory workshop
 - ii. visits and guided training in the field for several months
 - iii. another workshop
- c. Say that they will be involved in deciding the process and content of the second and third parts.
- d. Add that this workshop is different from others where they learn to train other people. This workshop is for them alone, as facilitators. Nevertheless, the skills they will practise will be relevant to other areas in which they do training.
- e. Show the flipchart paper, **Overview of the Workshop**, and talk them through this. If anyone starts taking notes, reassure them that it is not necessary. Explain that timing never goes entirely to plan, so you will be negotiating times with them whenever necessary.
- f. At the end of your explanation, give out **Handout 1 (workshop overview)**.
- g. Give a few more details about this first day and the next session. Explain that they will be getting to know each other and talking about what they want from the workshop. They will also be seeing a variety of introductory activities in real life.
- h. Deal with any administrative matters. Remember to ask if anyone has questions.
- i. Hand out relevant folders (or check that everyone has folders and name tags). Explain that during the workshops they will be given various handouts and also sections of a Reference File containing different activities.

5. Evaluation observers - getting volunteers (5 min)

- a. Say that you are going to need their help to make this and future workshops as effective and relevant as possible, so every day you'll be asking for 3 people to volunteer as evaluation observers.
- b. Say that their job will be to record, evaluate and assess the various activities you'll been working on. The next day they will be expected to give a report summarising the sessions, and how useful or not useful each activity was, what worked well, and what could be improved.
- c. Ask for volunteers; note their names.

6. Give the pre-test

7. Unpacking the session - plenary discussion (10 min)

Note: Keep to time here, as there will be detailed unpacking in tomorrow's second session.

1. Ask participants if, so far in the workshop, they have been given the role of participants or facilitators. (The answer is of course, participants.)
2. Explain that you will be asking them to move in and out of both roles -- to do activities as participants and also to analyse them and even create them, as facilitators -- which of course they are in their communities.
3. Add that one of the key things you will be asking them to do throughout the workshop is to unpack sessions and activities. This means to question why and when and how we do each activity, and why we choose, for example, to do something in pairs instead of in plenary, or which questions we ask to get feedback on some group work. Everything in training is a choice, and unpacking means analysing and learning why we make each choice, with the ultimate aim of achieving our objectives.
4. Say that we'll look at this again in a special session tomorrow, but say that, for example, you want them to look back on this session with a facilitator's eye.
5. Ask: "Can you remember how you felt while you were waiting for the workshop to start? And now, do you feel any different? Why did your feelings change?"

- 6. Explain that this first session was designed especially to remove their anxieties and create a friendly and relaxed atmosphere.
- 7. Ask: "How important is it to create the right atmosphere and get participants at ease with one another?" (Answer: vital)
- 8. Ask if they thought this session was too long, too short, or the correct length, and encourage discussion.
- 9. Say that the key connection you must always make is whether the things we do here are applicable to the community. Ask: "Could you do all these activities with, village leaders, for example, or would they see them as disrespectful?"
- 10. Encourage discussion.
- 11. Say that there are lots more things we can discuss from this session, but they'll be working on it themselves tomorrow after tea.
- 12. Ask if there are any questions.

Personal notes:

Session **02**

Adult learning -- theory and practice



Session summary

Begin by explaining the task of volunteer evaluation observers as there will be new ones each day, and follow with a group-formation energiser (Fruit Salad/Vegetable Stew). There is a brief discussion on the terminology of trainers versus facilitators, followed by pair and group work about how participants learnt informally as adults and what helped and hindered this learning. A quick energiser mid-way is followed by a lecture/discussion/group work on several theories of adult learning and whether the theories relate to the participants' practical work in the community. The final task in Handout 3 summarises and consolidates the points discussed.



Time

1 hour 30 mins (10:45 – 12:15)



Objectives

1. To reflect on what helps and hinders learning.
2. To discuss the idea and overall methodology of participatory learning.
3. To distinguish between traditional training and facilitation.
4. To become familiar with the attitudes and atmosphere conducive to adult learning.



Materials

- Handouts 2, 3 and 4
(2: petrol pump education; 3: talking heads; 4: spiral model)
- Handout 5, the matching game



Facilitator preparations

Copy pictures as in Materials.

Write the following on a flipchart sheet:

Group Work Task

Discuss these questions and make 3 lists:

- How did you learn skills informally?
- What helped you to learn?
- What hindered your learning?

Write the following on a flipchart sheet:

How Adults Learn Best

- When they have chosen to learn something voluntarily
- From their peers, in sharing experience
- When they are involved and actively participating
- When the training is relevant to their real lives/jobs
- When their dignity is respected.

Activities 10:45 - 12:15

1. Fruit Salad! - group formation energiser -- (10 mins)

1. Explain that you will be forming different groups every day, so that they will have a chance to work with as many of the participants as possible, and also try out several group-formation activities.
2. Ask if anyone knows a game called Fruit Salad or Vegetable Stew. If they do, ask how it works and why you use it. (*Energising and group formation*).
3. Decide how many groups you want to form (*say, 5 groups of 4 to 5 people*). Ask for the names of five fruits.
4. (*If you want 4 groups, get 4 fruits, and so on.*)
5. Go round the circle giving everyone one of the fruit names in turn, saying for example: mango, banana, apple, orange, watermelon, mango, banana, apple, orange, watermelon.
6. Check that they all know their fruit by asking all the apples, for example, to put up their hands -- do the same with other groups.
7. Put all the chairs in a circle, or make a circle with everyone sitting on pieces of paper. Take your chair/paper out of the circle and stand in the middle.
8. Explain that when you call out a fruit's name, everyone with that name must jump up and find another place to sit. You will also take a seat, so one person will be without a seat. That person must call the fruit, and try to get a seat. If someone calls fruit salad!, everyone must run across the circle to another seat. Start.
9. Do this about 6-8 times, then make sure you are the one left without a seat.
10. Call: "Fruit salad, but don't sit down."
11. Ask them to remember their fruit's groups, as they'll be working in these groups for the rest of the day.

2. Training versus facilitation - plenary discussion -- (5 mins)

1. Write on the flipchart:
 - a. **Teacher and student**
 - b. **Trainer and trainee**
 - c. **Facilitator and participant**
2. Ask if all three mean the same thing. Through discussion and guided questions, work towards the following ideas:
 - a. **Teacher and trainer** are much the same: both have the answers, the knowledge they give to the students or trainees.
 - b. **Facilitators** value the experience and knowledge of the participants and see their job as posing problems and setting up a process in which the group searches for answers.
3. If they are well aware of the distinctions, move on, as they will be doing activities on it in more detail.

Note: If people insist that a trainer can work in either way, accept that point, saying merely that you have used the terms facilitator/participant to make sure there is no confusion. (Indeed, today many teachers use methods relating to PRA; acknowledge this.)

3. What we learn informally - buzz groups (5 min)

1. Say that in this session you are going to do various activities to look at the ways adults learn and to see how we need to make our facilitation work appropriate to this.
2. Say: "I want you to make a list of some of the things you can do that you didn't learn in school or college or on training courses. Some you probably learnt as a child, some as an adult." Give some examples, such as knitting/sewing/building/riding a bike or driving a car, raising kids and chickens/making, mending and repairing/ everything in the house and garden and fields/ music/ organising weddings and parties/ any income-generating activities.
3. Ask them to work with a partner, and each person to write down 5 to 10 things. They only need a few minutes.

4. What helps and hinders adult learning – group work and gallery walk (35 min)

1. Tell participants that they are going to move into their day groups and answer 3 questions. Show the Group Work Task on the flipchart:
 - a. How did you learn as an adult?
 - b. What helped you to learn?
 - c. What hindered your learning?
2. Give examples, such as watching someone else helped, fear that people would laugh at you. Say you would like them to list their answers to these 3 questions on a flipchart sheet.
3. Ask them to get into their groups. Give out flipchart paper and marker pens. Say they have 20 minutes.
4. Warn them when there is only 5 minutes are left ,so they can finish writing their ideas.
5. Ask the groups to put their flipchart sheets on the wall. Ask everyone to look at them and find the similarities and differences in the groups' ideas. Discuss the key factors.
6. Ask how many participants have children. Ask whether they think these ideas are relevant to their learning as well, and whether they actually follow them when raising their children. *(Point out that it is very hard, and time-consuming!)*
7. Ask what these ideas teach us about our work in the community - what we should do and not do. Let this lead into a discussion.

5. Theories of adult learning -- input and discussion (15 min)

1. Ask participants if they remember about how they were taught in school was it an effective way of getting them to learn?

(Some may have had more active learning; many will just have been spoon-fed and made to learn by rote.)

2. Handout copies of Picture 1, **(the petrol-pump education picture)**. Ask what kind of education it represents. Use guide questions to lead them to the correct answer.
 - a. The teacher, who knows everything, is pouring information into the empty head of the student, like petrol going into an empty car. Say that this is also called banking education -- ask why. *(Because there is nothing in the bank until somebody puts money in.)*
 - b. Ask why this is not an effective way of teaching adults. Encourage some discussion. If necessary, stress that they do not have empty heads and learn in different ways.
3. Say that research has given us more details about this. Stick up the prepared flipchart sheet with the heading **Adult Learning Principles (handout 6)**. Ask someone to read it aloud, then ask if the points tie in with the ideas on their flipchart sheets about what helped and hindered their own learning.
4. Go through each point again, asking how it relates to their work with the community. Make sure that the following issues and questions are raised:
5. **When they have chosen to learn something voluntarily**
 - a. Ask: "How many of you actually wanted to come to this workshop, and how many didn't, but were told to come? How has this affected your attitude?"
 - b. Ask: "Have you ever forced something onto a community, or tried to force it on them? What happened?"
 - c. Stress that people have a right to know what is being taught, and how, and to have their motivation appreciated and increased.
6. **From their peers, in sharing experience.**
 - a. Adults have a wide experience and have learnt a lot from life. We should encourage the sharing of that experience. Let them sit in a circle so they can see each other's faces. People's powers of observation and reasoning increase with age (though memory may grow weaker after a certain point).
 - b. Ask: "How do you create opportunities for people to share experiences and knowledge?"

7. When they are involved and actively participating.

- a. Ask: "How much active participation takes place on courses they have run, and what happened when they just lectured?"
- b. The facilitator should create a situation where the participants are involved in the planning and choice of topics, and where they take part in the regular evaluation of what is being done. Minimise the use of lecturing and presentations by the facilitator and, wherever possible, get learners to do things that will lead them to the learning goals.
- c. Point out that you will have 2 sessions later on practical methods of giving information in participatory ways.

8. When the training is relevant to their real lives/jobs.

- a. Ask: "Did you ever have to give some training that wasn't relevant? What was it? What happened?"
- b. Ask: "How do you find out beforehand?"
- c. The context of the training must be close to people's lives and jobs, and must be clear how it can be applied practically. Stress that it's vital for people to know why they're learning something.
- d. Ask: "From the overview you saw of this workshop, do you think it will be of practical use in your work?"

9. When their dignity is respected.

- a. Adults have a strong sense of personal dignity, and must never be humiliated or laughed at in front of others.
 - b. Ask: "Is there anything you think should be added to this list?" Write it on the flipchart.
10. Say that people have also done tests on the methodology of adult learning, and how we can best remember what we learn. Hand out copies of Picture 2 (talking heads/learning pyramid), OR, you could just draw the pyramid on the flipchart.
- a. Say that this diagram, called Learning Pyramid, clearly shows how much we retain or remember from different kinds of activities.

11. Ask participants to guess the percentages, which are:

- a. People remember:
- b. 10% of what they read
- c. 20% of what they hear
- d. 30% of what they see
- e. 50% of what they see and hear
- f. 70% of what we discuss with others
- g. 80% of what we experience
- h. 95% of what we teach someone else

12. Ask what the consequences should be for our work. Make sure that the following points are covered:

- a. Educators should stress learning rather than teaching.
- b. They should create a situation where people can discover things for themselves.
- c. They should not speak too much, as people remember best what they and their peers have said.

13. Add that this does not mean that there is never a place for new or expert information, but that it should be part of the learners' process of discovery, reflection and analysis.

6. The Spiral Model and PAL - pair and group work (25 mins)

1. Explain that as a consequence of these realisations different models of education and development have evolved since the 1970s, from the petrol pump model we saw earlier to new models. These new models are called PLA (Participatory Learning and Action) or PRA (Participatory Reflection and Action, or, in development, Participatory Rural Appraisal/Approach).
2. **Handout 4 is the Spiral Model.** Ask them to read through the spiral model with the person next to them for a couple of minutes. Make the connection to the spiral in the book
 - a. Ask if they have any questions.
 - b. Ask them if they have seen or used this model and what it means to them.

- c. Ask them to get into their fruit groups and handout the matching game (handout 5). Tell them they are now going to playing a matching game. They need to match the 12 principles of how learners learn best with the appropriate facilitators role.
3. They should discuss in their groups. They have 15 minutes for this task.
4. Once they have finished you can hand out the answers (Handout 6- Adult Learning Principles).
5. Ask them to read through and discuss as a group for a couple of minutes and make any necessary corrections.
6. Facilitate a discussion and summarize learning.

LUNCH 12:15-13:15

Personal notes:

Session **03**
Effective &
ineffective
facilitation



Session summary

This begins with an energiser to get rid of after-lunch heaviness. Then we use a picture code in which adults in a community start a course but very quickly drop out, mainly due to the wrong attitude of the facilitator. This leads into a discussion of factors that can keep adults involved in a project etc... or have them desert it -- ideas here are linked to those that came out in the previous session. Participants then work in groups to produce drawings of effective and ineffective facilitators, and compare their results in a gallery walk. As consolidation, they do Handout 3, ranking useful tips/advice for facilitators.



Time

1 hour 30 minutes (1:15 – 2:45)



Objectives

1. To discuss the skills and characteristics needed to put adult learning theory into actual practice.
2. To clarify ideas of successful and ineffective facilitation.
3. To learn what encourages and discourages adult learners.



Materials

- Handout 9, Practical Tips for Facilitators –1 per person
- Pictures 8 A/B/C and 1 set of A4-sized handouts for each participant. Pictures of people starting and dropping out of a course.



Facilitator preparations

1. Staple the 3 handout-sized pictures (8 A/B/C) into sets, so there is 1 for each participant.
2. Write the following on a flipchart sheet. Do not display it until it is needed for the group drawing.
3. **Task**
 - Think about the best and worst training situations you have been in, either as trainer or participant. What made the facilitator good or bad?
 - What other qualities do you think a good facilitator needs? You can also look at the list of helping and hindering factors you created in the last activity.

- In your group, take 2 sheets of flipchart paper and some pens. On one sheet put the heading: An Effective Facilitator, and on the second, An Ineffective Facilitator.
- Make a group drawing of an effective facilitator on your sheet -- you can show your meaning through the picture and/or words to label it.
- Do the same for an ineffective facilitator.

If you did not facilitate the previous session, read through it so you can link the discussion in this one to the ideas raised there, and the points groups made about what helps and hinders informal/adult learning.

Activities 13:30 - 15:00

1. Cat and Mouse – energiser (10 minutes)

Note: Play this energiser outside unless you have plenty of room inside.

1. Ask if people have heard of or played **Cat and Mouse** before. Anyone who has can explain to those who don't know it. Clarify if necessary: it's a game played in a circle where players acting as cats try to catch others who are being mice.
2. Ask everyone to stand in a circle. Join it yourself.
3. Choose 1 person to be the cat (maybe someone whose name begins with C) and 3 to be mice (with M names, for example, or just choose randomly or get volunteers). Ask the cat to stand outside the circle and the mice to go inside.
4. Ask all the others to hold hands.
5. Explain that the aim is for the cat to catch the mice by breaking into the circle. The mice can move in and out of the circle too, depending on where the cat is.

6. Stress that the circle players must do their best to keep the cat out, and to let the mice move where they need to, but they must keep holding hands. Add that when a mouse is caught, she or he becomes a cat.
7. Check that everyone is ready, then say "Start."
8. Continue playing until all the mice have been caught, or it seems hopeless.
9. Ask everyone to sit down again. Ask (jokingly) if they now feel ready for lots of thinking.

2. What went wrong? - picture code and plenary discussion (25 mins)

Note: The point of a picture code is to get the participants to start guessing about the possible meaning of what is in the picture. When they discover -or are told - what it represents, they can then go on to relate it to their own situations.

The success of this exercise depends on the right choice of photos, the willingness of the facilitator to refrain from "teaching" and strict limitation of the number of photos selected as positive and negative by each group. Any more than two of each category can make the reporting tedious. It is also important that the number of choices should be the same for all three groups

In picture **8A**, on Monday at 4:30 pm, adults are going into a room to begin a meeting or workshop, leaving behind the important tasks of their daily lives. In **8B**, half an hour later, we see the workshop/meeting in action. The facilitator looks severe and has created a school-like atmosphere. The facilitator is scolding people who don't know the "right" answers, rather than helping them use their own knowledge to work out solutions together. In picture **8C**, most of the people have dropped out of the project, and are making a variety of excuses. You will then ask questions to help your participants relate this to their own situations and communities.

1. Explain that you are going to discuss a series of pictures. Give out the sets of handout pictures.
2. Ask: "What do you see happening in the picture? What time is it?" Accept a variety of suggestions from the group without affirming or refusing. Finally say, "OK, let's see what happens a bit later."
3. Ask participants to turn to the second picture (4B), and stick up the poster version. Ask these questions: "What is happening in the picture?"
4. How do the 2 people feel who are raising their hands (presumably they are happy and proud because they know the right answers)?"
5. What are the others thinking and feeling (maybe stupid because they don't know what to say)?"
6. As before, accept all the suggestions, but start to guide participants to the correct interpretation.
7. Ask participants to turn to the third and last picture (4C), and stick up the poster version.
8. Again, ask what is happening.
9. Now say: "Yes, that's right." Correct suggestions so that the group clearly establishes the real story and sees that most participants drop out for a variety of reasons -- not necessarily the ones they give as excuses.
10. Now ask the following questions, and encourage discussion
 - a. "Why is this happening?" If they only blame the participants, ask them to look at the teacher's attitude too. What atmosphere has he created? Is she respecting their knowledge and experience?"
 - b. "Do people in your communities also start off being enthusiastic about training courses or workshops but then drop out of projects or courses?"
 - c. If this does happen with their communities, ask why, and how you can prevent it. If it doesn't, say that this is excellent, and ask what factors make them stay and persevere.
 - d. Encourage discussion, which may bring up the following areas:
 - e. Who decides what projects the community needs (sometimes problems with donors)

- f. the attitude and behaviour of the facilitator/development worker
- g. factors in the community
11. Make sure that you link ideas raised here to points that came up in the previous session -- the groups' ideas on what factors help and hinder their learning, and the flipchart list about **How Adults Learn Best**.
12. Sum up the main points of the discussion.

3. Effective and ineffective facilitators -- group drawings, gallery walk, and report-back -- 30 minutes (20/10)

1. Explain that now they are going to work in their fruit groups and bring together their ideas about successful facilitation.
2. Display the flipchart sheet with the task written on it.
3. Ask a volunteer to read it aloud to everyone, and ask if it is clear.
4. Tell groups to find a place to do their drawings. Tell them everyone will go round and look at the drawings when they are finished, and share ideas. Remind them that they don't have to be great artists; the main thing is to get their ideas across.
5. Tell them they have 20 minutes to do the drawings. Don't interrupt unless they ask for your help. Give them more time if they need it.
6. When they have finished, ask them to stick their drawings on the wall. Each group should leave a representative with their drawings to answer any questions. Ask the rest of the participants to go and look at the other drawings and compare them with their own. (This is called a Gallery Walk, like walking round an art gallery.) It shouldn't take long.
7. Ask everyone to come back to the plenary circle. Use the questions below to lead a discussion:
 - a. What things did all the drawings have in common?
 - b. What differences were there?
 - c. Did you get any new ideas from the others' drawings?
 - d. Was there anything that you disagree with?

4. Tips for facilitators: pair work on Handout 7 -- 5 to 10 minutes

Note: If time is short, give this as homework, and deal with it briefly in tomorrow's session.

1. Tell the group that they are going to look at a reminder sheet that contains some of the ideas you all have been discussing.
2. Give out Handout 7 then ask for a volunteer to read the statements aloud.
3. Tell participants that this is all good advice, but that you want them to work with a partner and choose the 3 most important pieces of advice.
4. Set a time limit.
5. For the feedback, ask them which they put at the top. (They can show you by putting up their hands.) Ask for reasons.
6. Point out that there are no correct answers, though often the emphasis is on general attitude and atmosphere.

TEA - 14:45 - 3:00

Personal notes:

Session **04**
Debating
facilitation



Session summary

This session shows participants three different activities for discussing controversial statements. First, they vote with stones on 5 statements written on cards; then, they show their feelings about 5 more statements by going to stand under signs on the wall that show their opinion about each statement. Third, small groups discuss 5 more statements and try to reach agreement. They end by discussing and briefly analysing the activities.

Note: Normally, of course, only one of these methods would be used, but the purpose is to introduce the variety of things that can be done with controversial statements. Tomorrow, they will look back analytically at this and other sessions and discuss the different activities and how to manage them.



Time

1 hour 45 minutes (3:00 – 4:45 pm)



Objectives

1. To discuss ideas about various aspects of facilitation
2. To practise types of activity that use controversial statements in order to stimulate discussion.



Materials

- Handout 9, Controversial Statements -- 1 per person
- 5 big cards, each with 1 of the statements 1 to 5 from Handout 5
- printed on it with marker/board pen (easy to read)
- 10 cards, 5 saying YES, and 5 saying NO
- 5 beans/stones/seeds per participant -- e.g. 100 beans for 20 people
- 3 big signs to stick on the wall that say TRUE , FALSE and NOT SURE.



Facilitator preparations

Write Handout 9 statements (numbers 1 to 5) and YES or NO on the cards, as described in Materials

Activities 15:10 - 16:45

Note for facilitators: Do not give out Handout 9 until the third activity, group discussion.

1. Voting with Stones -- debating activity # 1 -- (25 minutes)

1. Explain that you will be discussing a number of statements about facilitation, controversial statements that the participants may not agree with. Tell them it is fine to have different opinions.
2. Say that you are going to do this through 3 different activities. Explain that the first is called Voting with Stones (or Beans or Seeds). Give each participant 5 beans/ stones/seeds.
3. Spread out the 5 cards with prepared statements on them on the tables or the floor, where they won't blow away. Put a YES card on one side of each card, and a NO card on the other.
4. Ask everyone to walk round and read each card and to put their bean on the YES or NO card, depending on whether they agree or disagree with the statement. If they can't decide, they can put their stone on the statement card itself.
5. When everyone has put down all their beans, go to the first statement card. Ask a volunteer to read it aloud. Say: "What do the beans show here?"
6. If there are mainly YES beans, ask why people agreed with the card, then invite the NO people to give their views. Ask undecided people if they want to move their beans to YES or NO. Invite discussion, but don't let it drag on too long. Sum up the basic agreement or issue for each card, but don't repeat in detail everything the participants said.
7. Remember, it's best to let the messages come from the group rather than from you.

Note: If the majority's ideas are against normal PRA theory, say: "Oh, well, the experts would have a fit if they were here" (or something else jokey). "Many facilitators think that..." Explain why. Note it yourself to raise later, but don't impose your views.

2. Line-up - debating activity # 2 -- 20 minutes

1. Clear away the cards and stones. Explain that for the next 5 statements you want them to show how they feel about each one by going to different parts of the room.
2. Put labels on different corners of the room saying TRUE, FALSE, and NOT SURE.
3. Read out Statement 6 from Handout 9. Pause, then read it again.
4. Ask participants to move individually to the place that shows what they think. Then ask the TRUE and FALSE groups to explain why they are standing in their places. Give the NOT SURE group a chance to move to YES or NO. Vary the group that you ask to start.
5. Tell them what most people generally say, but, as always, refrain from imposing views.
6. Do the same with statements 7 to 10. Don't let the discussions drag on for too long or people will lose interest.
7. Tell them that this method is called a Line-up.

3. Group discussion - debating activity # 3 -- 35 minutes

Note: Some of these statements are more complex than the earlier ones. People may need to give qualified answers. This is fine.

1. Ask everyone to sit down again. Explain that the third way of using statements like this is in groups, but first they need to decide their individual views.
2. Give out Handout 9. Ask them to look at Part 3 and to put a tick, cross or question mark next to the statements, depending on how they feel about them. Give them a couple of minutes to do this.
3. Explain that they are going to get into their musician groups from the morning. Then they must go through the statements together and try to reach an agreement on whether each one is correct or wrong. Tell them they have 20 minutes. If one group finishes before the others, sit with them and ask them to recap some of their views.
4. For the feedback, ask one group: "Which statement did your group

disagree about most?" Then ask them to sum up the opposing views. Ask if any of the other groups argued most over the same statement, or other ones. Be careful not just to repeat the group discussion, but to summarise different views.


- 5. Explain the conventional view if necessary, but don't force it down their throats.
- 6. End by saying that if they have any questions about the issues they have been discussing, they can put these and other questions in a hat for discussion during tomorrow's session.

4. Unpacking the session - plenary discussion -- 10 minutes

- 1. Say that you now want them briefly to put their facilitators' hats on and think about the 3 activities they have just done.
- 2. Use the questions below to encourage discussion. (Watch the time though, as tomorrow there is a solid unpacking session that can go into more detail.)
 - a. Did you learn anything new in this session, or start thinking about any new issues?
 - b. Would you describe this session as participatory? Why or why not?
 - c. Have you done any of these 3 activities in your communities? In what context? How did they work? Did you have any problems?
- 3. The hardest part for the facilitator is handling the discussion in the voting with stones and the signs on the wall bits. What advice would you give someone doing this?
- 4. (Keep it moving quite quickly because everyone is standing up and can get tired.)
 - a. Don't repeat what people say, but summarise the balance of the argument to end off discussion of each statement.
 - b. Tell participants the normal opinion, but don't push it onto them.
- 5. Do you have any criticisms of the session?

- 6. (If they point out that it would be better to use only 1 of the methods than all 3 - which is correct - praise them but say that in this workshop it was done deliberately. Ask them why (to give them hands-on experience of how the methods work in practice.)
- 7. Say that you'll be going into more detail into these ideas tomorrow in the unpacking session and will also have a solid session on managing discussions on the last day of the workshop.

Personal notes:



**End of
the day**

Session summary

This session mostly consists of basic evaluation activities, beginning with a round-the-circle where participants share feelings about what was most difficult for them during the day and what they enjoyed most. Then they are given homework (a terminology glossary to read) and reminders, and finally fill in the Mood Meter and Comment Board, which are explained if necessary.



Time

15 minutes (4:45 – 5:00)



Objectives

1. To discover what participants think and feel about the day's activities.
2. To give participants several examples of evaluation activities.
3. To summarise the day's main learning points.



Materials

Mood meter



Facilitator preparations

Draw a Mood Meter on a flipchart sheet and stick it on the wall near the exit door.

Activities 4:45 - 5:00

1. Supporting Hands - round the circle -- 10 minutes

1. Explain that evaluation activities are important in every workshop in order to see how the course is going from day to day.
2. Say that you are now going to do a number of short winding-down exercises that will show everyone's feelings and opinions about the day. For this first exercise, they will be sharing one thing they found difficult during the day and one thing they most enjoyed. Give them a moment to think about these.
3. Ask everyone to stand close together in a circle. Ask the person on your left to put his outstretched right arm into the middle of the circle, and say: "One thing I found difficult today was ... " and complete the sentence.
4. Each person should leave his hand stretched out.
5. Ask the person on his left to put her right hand on top of the first person's, and to say her own difficult thing. Continue round the circle until everyone has said his or her sentence. Add your own. There is now a tower of hands in the middle.
6. Say, "Now we're going to go the other way round, change hands when we speak, and say the thing we enjoyed most today. "
7. Start yourself, taking your right hand away and putting your left hand in place instead, as you say the thing that you enjoyed most today.
8. Then ask the person on your right to do the same thing, putting her left hand on top of yours. Go all the way round the circle in the same way.
9. Finish by pointing out that our hands represent our strength together as a group, which will help us to overcome difficulties.

2. Mood meter and Comment board -- input and evaluation -- 2 minutes

1. Ask if people have used a Mood Meter before. Ask how it works. If necessary, explain that it is a visual way of showing how people are feeling at the end of a day. Stick up the prepared one, or draw it on the spot.
2. Explain that on their way out they should all put a tick in the empty box that shows how they're feeling at this point in the course:
 - a. the top box if they're happy
 - b. the middle box if they're just OK, but not great
 - c. the bottom box if they're not happy

(If you have morning and end-of-day sections, point these out and say they need 2 ticks.)

1. Remind them about the Comment Board and ask them to write any comments on their way out -- on anything from the handouts to the food! Point out that they are active participants in the workshop and their critical comments are important in its development. Say you'll look at the points they raise tomorrow.
2. Thank them all for their efforts and contributions during the day.

3. At the end - activity volunteers

1. Tell the activity volunteers that the first afternoon session tomorrow will start with 3 quick energisers, and you would like them to lead one each. The energisers are: The Wind Blows, Islands, and Back to Your Place. Give them a copy of the activity they'll be leading; ask them to study it that night. Tell the person doing Islands that the facilitator will have the paper they need. If they have any questions, they can ask you tomorrow at tea or lunchtime.
2. Thank them for volunteering.

DAY 2

Unpacking, Inputs and Energisers

Getting started

Session 1: Facilitation and the community

Session 2: Learning to unpack

Session 3: Energisers and icebreakers

Session 4: Inputs and presentations

Session summary

This begins with an evaluation of the previous day, discussion of the Mood Meter, Comment Board and the report by the Evaluation Observers. The day's programme is then outlined, followed by an energising group-formation game (number groups) and a further getting-to-know-you activity called Numbers in My Life, designed to strengthen the relationship between participants.



Time

20 minutes (9:00 - 9:20)



Objectives

1. To discuss any issues arising from yesterday's evaluation activities.
2. To introduce the day's programme.
3. To deepen participants' knowledge of and empathy with each other.



Materials

- None



Facilitator's preparations

- Stick up today's Comment Board sheets.
- Write today's programme on a flipchart sheet.
- Work out the number combinations you will need for the number group formation activity below -- end up with 4 groups. See the example in the activity instructions.

Activities

1. Looking back - evaluation discussion (10 min)

1. Welcome everyone back.
2. Start by commenting on the results of yesterday's Mood Meter. If it showed that participants weren't happy, or were just OK, find out why. If no one answers directly, ask if the evaluation observers know what is worrying those who ticked unhappy.
3. Deal with any issues raised on the Comment Board as well. Remind participants that they can write comments on it at any point in the day.
4. Even if there were no problems, acknowledge that you have read the comments.
5. Ask yesterday's Evaluation Observers to give the group their report on yesterday's activities. The presenter(s) should come to the front for this.
6. Ask if the rest of the participants have comments to add.

Note: Do not feel bad if people criticise things, and do not get defensive. People hardly ever judge anything as perfect, and getting participants to look critically at activities is a vital part of their participatory training.

7. After they have done this, explain that you're also going to need 3 new volunteers to be Evaluation Observers for today, and to report tomorrow morning. They should keep a summary of today's activities, whether they worked successfully or not, and fulfilled their objectives.

Today's programme -- input (2 min)

1. Show them today's programme on the flipchart, and talk them through it.
2. Ask if there are any queries so far.

Number groups (5 min)

Before you start, calculate various combinations for sorting all the participants into groups of various sizes, including groups with the numbers you want. (4 groups is good for today's activities, unless you have more than 24 people)

For example, for 23 people, you could have:

- 5 groups of 3, 2 groups of 4
 - 10 groups of 2, 1 group of 1
 - 1 group of 12, 1 of 11
 - 2 groups of 8, 1 groups of 7
 - 2 groups of 4, 3 groups of 5.
 - 3 groups of 6, 1 groups of 5
1. Ask everyone to stand close together in the centre of the room. Explain that this is today's group formation activity. Explain that you are going to ask them to form groups of the exact numbers you call out. They must move as fast as they can to get these right.
 2. Ask them to walk quickly around the edges of the room (or the space outside). Then call out the first combination (say, 5 groups of 3 people each, and 2 groups of 4 -- GO!) See what happens.
 3. Call out other combinations, urging them to hurry each time.
 4. End with your last prepared number. Tell them this is the end and that these groups are the ones they will work in today.
 5. Ask each group to choose the name of a place they would really like to visit. This will be their group name for the day.

Session **01**

The Facilitator and The Community



Session summary

In the first activity, participants select adjectives to describe the communities they work with and discuss what these adjectives reveal. They then discuss a case study about how communities perceive their needs, and relevant issues around their perceptions. Finally, they unpack the 2 activities.



Time

1 hour 30 minutes (9:20 – 10:15)



Objectives

1. To become aware of attitudes to and relationships with the communities
2. Participants work in to see the complexity of the groupings in a community.



Materials

- Handout 1, the health of a village Story (1 per participant).
- Handout 1a, factors for the health of a village.

Activities

1. Describing your community – pair work and plenary discussion (40 min)

1. Explain that you are now going to look at some of the issues arising when a trainer/development worker goes into the community.
2. Ask them to write down 5 adjectives that give an assessment of the people they most frequently train and/or work with. Tell them to be completely honest. They should write down the first words that come to mind.
3. Give them several minutes for this.
4. Ask for some volunteers to give you 1 of their words, and ask for words from different parts of the circle (“Anyone on this side?/ Soe Soe (or any person’s name), what about one of yours?”) until they have all given all their words. Write them on the flipchart as they are given.
5. On another flipchart sheet, write the headings, Positive, Negative and Neutral. Ask participants to work in pairs and put these words into the 3 columns. Say that they can put 1 word into 2 columns if they are undecided.
6. Now get participants to share their ideas so that you can make a class list under the 3 columns, allowing discussion where people disagree. However, watch the time - not more than 15 minutes for this -- and do not get too bogged down over one word. You can put disputed words into 2 columns, with question marks next to them, if agreement is impossible.
7. Ask the group to look at the lists and their comparative length and to suggest what they show about their attitudes to the people they work with. Ask them about the reasons for either negative or positive relationships. Share advice about handling problems.

Note: Theoretically, the lists reflect more on the attitudes of the development workers than on the nature of their communities. Don't criticise them. This is a chance to see what problems they face, or how well their relationships have developed.

2. Community case study – group work and discussion (30 mins)

1. Explain that you are going to work in groups to discuss a story about development.
2. Ask them to get into their places –to visit (number) groups. Give out Day 2 - Handout 1, 1 copy per person. Ask them to check that the handout is clear, and then to answer the questions. Tell them they have 15 minutes, but allow more if they are still heavily involved in discussion.
3. For the feedback, get each answer from a different group, but give the others opportunity to comment. It's fine to raise issues, but remember not to impose your personal views. Make it clear that you respect their experience -- ask rather than prescribe. Above all, ask them to relate issues raised to their own concrete experience in their own communities and with donors.
4. If they want to broaden the discussion to include other ideas, this is fine. It provides an important context for training matters and allows the facilitators to gain an understanding of a variety of practical issues from the participants' point of view.

Note: The following ideas may be helpful as suggestions:

1. The story is obviously intended to show that an apparently unlikely development project may unexpectedly lead to positive results. It shows that the people always know best what they need.
2. It seems very likely, however, that those demanding a football pitch were men, and perhaps only the younger ones. You have to ask whether other groups like young and old women/ older men/ the marginalised were consulted.
3. Participants will probably be aware that there are many different groups in any community, with various wealth and status levels, old and young men, old and young women, the extremely poor and marginalised (e.g. orphan-headed households). Each will have different ideas of what they need.

4. Ask what they do in their work to take account of this.
5. The type of project undertaken is often determined in advance by the donors: for example, money earmarked for a dam cannot be used for a health clinic. Development workers need to balance the wish lists of different sections of the community and the interests and ideas of the donors.
6. Ask what problems they have in this area, and how they can achieve the balance? Ask for practical examples wherever possible.
7. Field officers like their projects to give material aid as it gives them status in the community; is this an advantage or disadvantage?
8. The idea that donations make a community dependent may be a myth. If a village takes food aid during a cyclone/storm, does it always mean that they will stop trying to grow their own food next year?

3. Unpacking the session (10 min)

1. At the end, summarise/synthesise the main issues raised, being aware that most of them will not have easy solutions.
2. Ask participants to think about the process we used in the first activity, where they sorted the adjectives into lists in pairs before doing it as a whole group. Ask: "Was this repetitive, or did the buzz group part make it easier to express your views in plenary?" They may feel that in this case the buzz groups were not necessary, because it was a relatively simple activity. Point out that with many other topics, they are used to ease people into giving their views.
3. Also, ask whether they thought it useful to do these 2 activities, and why/why not.
4. (Suggested answer: Yes. The first activity is to look at our own attitudes to our communities and see how that awareness can help our work. The second is not to teach them how to enter a community, as they've been doing this for some time, but to raise some of the issues around it, and also to show how a case study can help us -- and the people we work with - to look at important issues and stimulate discussion, so that they can share their experiences and ideas.)

5. Say that we will look at the various methodology issues raised here on several other occasions. Buzz groups will come up again in the next session.
6. Stress that they should see this process as development and consolidation, not repetition. Often they start by doing an activity type as participants -- as with the case study here -- but later they analyse its characteristics and how to use them. In some cases, they even create their own. If they feel they already know a topic well, they should focus on the techniques used in managing it; for example, what are the stages, what instructions are given, and why is it done in groups or pairs, or plenary?

TEA 10:15 – 10:30

Personal notes:

Session **02**

Learning
to unpack



Session summary

In plenary, participants discuss the general idea of unpacking, then in groups work through questions about the previous day's sessions and why certain choices were made about the design and management of the session. They then present their conclusions. Finally, they do an 'In the Hat' activity that gives them the chance to raise and discuss any queries they have about training.



Time

1 hour 45 minutes



Objectives

1. Participants will analyse the first day's activities in detail
2. They will understand why specific activities are selected
3. They will examine and discuss choices in the management of activities
4. They will analyse links between different activities in a session.



Materials

- Handout 2 - Questions about yesterday's sessions
- A hat/bag/basket to collect papers in
- Strips of paper for writing questions on -- 2 or 3 per participant.



Facilitator's preparations

- If you missed any of the day-one sessions, read through the instructions and handouts so you are familiar with the contents.
- Study Handout 2 and think about the issues it raises.

Activities

1. What is unpacking? – input (10 mins)

1. Remind participants that at the end of several of the sessions yesterday, they were asked to look back at the activities as facilitators rather than as participants, and now they are going to do this more thoroughly.
2. Explain that their task now will be to look back over yesterday's programme to see how and why it was put together like that and whether they would have made different choices. They will also be assessing questions of structure, timing and participation and will relate the activities they did to the context of their communities.
3. Ask what the word "unpacking" means to them, or if they want to give examples of it. To help, give this example: the session they just did, and the one they're starting now, both require quite heavy thinking, so we scheduled them for the morning -- why? This afternoon we are going to work on energisers, which is easier and more physically active. This is because everyone has less energy in the afternoon, and needs to be kept moving, or given a series of smaller tasks. Explain that when they design or use materials for a session or workshop, they must ask these questions when they unpack: Why was everything done like this? Would it be better for my group and situation to do it differently?
4. Stress the main learning point you would like them to remember from this: Whenever we do an activity, it is because we have chosen it. We have chosen everything about it -- the time of day, the activities, whether things are done in plenary, groups or pairs or by individuals and different groups. Different situations and different objectives require different activities. When we unpack the activities of this workshop, we are learning how to ask the questions and make the choices that we need when we plan and carry out training ourselves.

5. Ask for, or give, more examples of these questions:
 - a. Shall I do an energiser here? If so, why, and what kind of energiser do I need?
 - b. If I want to teach X, should I do it through a lecture or case study or plenary discussion?
 - c. Do I need buzz groups before this plenary discussion, or maybe in the middle to break it up?
 - d. We have just done a long plenary discussion - how can I use something different now?

2. Learning to unpack – group work (20 mins)

1. Explain that they are going to work in 4 groups to look at different bits of yesterday's programme. Distribute Handout 2. Explain that each group is going to answer the questions about one of the sessions from yesterday.
2. Assign the sessions, using the groups' place names:
 - a. Group 1 will look at Getting Started and Session 1
 - b. Group 2 will look at Session 2
 - c. Group 3 will look at Session 3
 - d. Group 4 will look at Session 4.
3. Ask them to get into their place-to-visit groups. Tell them they have 20 minutes to work on their sections, then each group will have 5 minutes each for presentations, including comments and questions. Remind them that they can call you for help if they can't remember details of any of the activities.
4. If any groups finish before the others, suggest that they look at the questions on another session.

3. What we discovered - group presentations (20 mins)

Timing: After each presentation, allow a few minutes for other comments. Watch the timing carefully so that each group gets a chance to present. You can shorten this activity if necessary by asking each group to pick out the 3 most important points from their group discussions.

4. In the Hat - plenary problem-raising activity (20 mins)

- 1. Explain that during the workshop you want to give them all the opportunity to ask anything about what they have done so far or other training questions.
- 2. Give everyone a piece of paper, and have more in easy reach. On the flipchart, write: "What I want to know is" Say that if they have any questions they can write them on a piece of paper – 1 question per paper – then fold it so it can go into the hat/bag/basket. They do not have to put their names down. If they don't have any questions, they just fold their paper and leave it blank.
- 3. Give them time to write their questions, then collect their papers in the hat and jumble them up.
- 4. Pass the hat round so that everyone can take a paper and open it out.
- 5. Go round the circle asking people to read out their questions or say: "blank paper." Always invite other participants to answer first; fill in extra information if necessary. If it is a big question that needs more time, or will be discussed in a workshop session, or if you don't know the answer, say so. Give a brief answer if it is something that will be done in detail later, and ask if you can post it up and deal with it later.
- 6. Stick these questions on the Question Board sheet on the wall.

(Important: Make sure you make time for them later, and find out anything you didn't know.)

- 7. If there are more papers in the hat, pass it round again and continue the process. Make sure you leave 5 minutes at the end for unpacking. If necessary, post more of the questions for dealing with later -- maybe at the end of today, before the evaluation. Negotiate this with the group.
- 8. When you have finished, tell participants they can now unpack this activity by answering the following questions:
 - a. What is its purpose?
 - b. Could you use it for other kinds of issues or difficulties in the community?
 - c. Any examples?
 - i. (For example: relationship or family problems, health problems, financial or business or income-generating activity problems -- just about any type of question people might want to ask.)

- d. Sometimes people are afraid to ask questions because they are shy or because they think their questions are stupid? How does this activity help them?
- e. If you didn't have a question, did you feel stupid? Why /why not?
- f. Was it participatory? Who gave the answers?
- g. Was there anything you didn't like about the activity? What?
- 9. Point out that when they are working as facilitators, the most important part of their task is to ask the right questions, not to give correct answers. They must guide their own participants to the goals you have set together.
- 10. Stress that they must always ask themselves: "What kind of activity do I need for this situation, and how should it be done?"

LUNCH 12:15 – 13:15

Personal notes:

Session **03**

**Energisers
and ice-
breakers**



Session summary

The purpose of energisers and icebreakers is briefly discussed, and 3 energisers, led by volunteers, are done as examples. Following a short discussion of the management of these, groups form for the main activity, which is a discussion of Handout 3 questions that deal with how to choose energisers and icebreakers to use in a variety of situations.



Time

1 hour 15 minutes((13:15 - 2:30))



Objectives

1. Participants will become familiar with a range of energiser activities
2. They will learn to select suitable ones for a variety of situations and needs.



Materials

- Handout 4 – Reference file cover/index and energisers and Icebreakers sections (one for each participant)
- Handout 3, How to choose an energiser or icebreaker
- Lots of pieces of flipchart paper to serve as islands in the second energiser.



Facilitator's preparations

Read the Energisers and Icebreakers sections of the Reference File to familiarise yourself with the material participants will be working with.

Activities

Use energisers from the book

1. Introducing energisers and icebreakers- plenary discussion (5 mins)

1. Ask what energisers and icebreakers are, and for what they are used.
2. Ask guiding questions to lead them to the answers if necessary. Point out that running around actually helps scientifically -- to get oxygen to the brain!
3. Explain that this session is about energisers. First, some volunteers are going to show you how to play some of them.
4. Ask which ones they use in their communities, what factors do they think about when they choose the ones to use and when.
5. Draw up a list of these factors.

2. The Wind Blows -- energiser (10 mins)

1. Ask for the volunteer who is leading The Wind Blows. Join in yourself as an ordinary participant and only help if you are asked to.
2. Here are the instructions, for reference:
 - a. Everyone should be sitting in the circle -- there must be no extra chairs. (Take yours out.) Stand in the middle.
 - b. Tell participants that if you call out something that fits them, they must get up and run to another seat across the circle (not just next to them) as quickly as possible. Say that one person will end up without a seat.
 - c. Call out your first description: "The wind blows on all those who like coffee/ have a birthday this month/have black shoes/are wearing something green/have more than 3 children/ know how to milk a cow/" etc.
 - d. After a couple of rounds, call something that includes you too.
3. Make sure you get a seat in the circle.
4. Ask the person who is left standing to call out a new description (one that is true for them too) then carry on in the same way for a few minutes.

3. Islands - energiser (10 mins)

1. Ask the second volunteer to lead this. Here are the instructions, for reference:
2. Tell participants that this is a run-around game to refresh them.
3. Clear the chairs and tables away or find a space big enough for everyone to run about -- somewhere that papers will not blow away (or you can weight them down with rocks).
4. Ask players to stand anywhere around the room/space. Say: "I'm going to put some pieces of paper on the floor - they are islands. You can move around anywhere, but when I call "Islands," you must get your foot or hand or finger on an island."
5. Place the papers round the room or space -- enough for everyone to get onto easily. Ask players to start moving around quite quickly. Call "Islands" and see what happens. Repeat this, then remove one of the sheets of paper and do it again. Continue, removing a piece of paper after every round. Carry on until only 1 island is left. Tear it to make it smaller, so players will really be squashed together.
6. End the game when the last island is very small.
7. Say: "Ok, we'll stop now." Ask players how they felt and what different behaviour they observed.

4. Streets and avenues – energiser (10 mins)

1. Ask the third volunteer to lead this. Here are the instructions, for reference.
2. The group splits into four or five groups. Each group builds rows in the form of streets by grasping hands in one direction. The rows stand parallel to each other.
3. When I say 'avenues' the participants make a quarter turn to the left and grasp the hands of the persons who are now beside them. An order of streets returns the group to their original position.
4. Ask for two volunteers to take on the role of a cat and a mouse. The cat has to catch the mouse. Keep giving orders for the formation of 'streets' and 'avenues' to try and keep the cat away from the mouse. Neither is allowed to break through a row.
5. Once the cat catches the mouse you can stop the game or ask for two more volunteers

5. Unpacking the energisers - plenary discussion (10 mins)

1. Ask them how they feel right now -- if they aren't exhausted, they are very fit and energetic people!
2. Ask the volunteers who led them if everything went as they expected – be supportive if there were problems, and praise them for being brave enough to be the first 3 volunteers.
3. If you have participants who are new to community training, remind everyone that doing these in practice is often much harder than it seems on paper. This workshop, and the rest of the course, is a time for them to take risks, because people learn best by actually trying things out.
4. Then ask the others how they felt the activities went, in terms of management. Be supportive of the volunteers. Add any suggestions by saying, ““I've sometimes found that it's useful to”
5. Ask whether this is a good time of day to do an energiser.
6. (Yes, as it gets rid of the after-lunch heaviness.)
7. Ask how many energisers you would normally do at once. (One is plenty!)
8. Ask why they think you put 3 in here (To give participants a chance to see them in practice.)

6. How to choose a suitable energiser -- group work (40 mins)

1. Show the guide to the participants and explain that at the end of the guide there is a section a section on Energisers and Icebreakers. They will be able to refer to that guide for more ideas on energisers and icebreakers.
2. Ask participants to get into their place-to-visit groups; Give out Handout 3.
3. Ask them to work on the questions together. Tell them that if they do not have time for all of them, it is not a problem, as they can do the rest later.
4. Set a time limit -- 25 minutes.
5. Warn them 5 minutes before their time is up.
6. For the feedback, get answers from different groups each time, or shorten the discussion by asking which questions they disagreed about most.

7. End by stressing the point from the unpacking session they did before lunch -- that one of the main ideas of this workshop is that you need different activities for different situations, and need to learn how to choose.

2:45 – 3:00 TEA

Personal notes:

Session 04

Inputs and presentations



Session summary

The session starts with the facilitator delivering a lecture as badly as possible, while half the participants listen and the others observe. Everyone then answers questions about the lecturer's style, and uses this to brainstorm a list of what good lectures should include (with particular stress on participatory features like buzz groups and involving the audience through questions. Participants then work in groups to devise effective and lively ways of presenting the content (material on inheritance under customary law), and present their work to the plenary.



Time

1 hour 15 minutes(3:00 - 4:45)



Objectives

1. Participants will experience the dangers of top-down lecturing
2. They will practice the strategies needed to make lecture material more participatory.



Materials

- Handout 4, Task Sheet for Observers of the Lecture
- Handout 5, technical note on anemia

Activities

1. Setting the scene - fishbowl observation (5 mins)

1. Ask everyone to find a partner. If there is an odd number, you can have a threesome. Go round the pairs, naming each person A or B. Ask all the As to raise their hands, then all the Bs. Ask them to remember their partner.
2. Explain that they're going to listen to a lecture, and that you need 2 groups of people: an audience to listen and observers, whose job will be to see what everyone does, and how the activity goes. Say that As will be the audience and Bs the observers.
3. Stand in the front and ask the As to form a semi-circle in front of you.
4. The Bs should put their chairs outside the semi-circle, but in a place where they can see both you and their partner. Probably, 2 lines down the sides would be best.
5. Give out copies of Handout 5 to the observers (the Bs), but not to the audience (the As). Ask the observers to watch what happens during the lecture, and to answer the questions on the handout. Explain that the handout is to help them observe the process, dynamics and the actions of the audience.

2. Wind blows -- facilitator presentation (10 mins)

1. Reassure the As that after the lecture they will also get the handout, but at the moment you want them to concentrate on listening to you. Say that the lecture is about an important subject for many people: anaemia
2. Deliver the lecture on Handout 6, up to the point marked *****. (It is taken from the reference) It's Ok for your voice to sound interesting, but generally you are supposed to be a bad lecturer. Try your best to do the following:
3. Avoid eye contact with the audience as far as possible. If you do look up, look above their heads at the wall.
4. Do not use any pre-lecture involvement activity; do not check whether they have any knowledge or experience of the subject.

5. Do not ask participants any questions or invite comments; if anyone tries to ask a question, ask them politely to wait until the end.
6. Do not insert any jokey comments or friendly asides or topical references.
7. If there is a desk, sit or stand behind it.

3. Assessing the lecture – pair work -- 25 minutes

1. At the end of the lecture, relax and return to your normal personality and tone of voice with the participants. Ask them to re-form the circle but to sit next to their A/B partner.
2. Ask Bs to show their A partners their Handout 10s. Ask As to help them complete the sheets from their perspective as audience.
3. Give them a time limit of 10 minutes.
4. For the feedback, before you go through the detailed questions, ask how they would rate the lecture -- first for content, then for style/presentation/interest. Get comments from a number of pairs. If they are hesitant about criticising you, tell them it's OK for them to be uncomplimentary, as you worked quite hard to do it all wrong!
5. Then go through the answers, getting each one from a different pair in different parts of the circle. This can move fairly quickly if they have the basic idea about what was wrong.
6. Ask them to compare this lecture with the one they heard yesterday about Adult Learning, the Talking Heads, and the 2 learning approaches. Was that different? (They may not even have realised that it was a lecture/input session.)
7. Write on the flipchart: Better Lectures. Then ask them to give you a list of what a lecture or input session should involve.
8. Suggested answers to include:
 - a. pre-questions to check knowledge and experience
 - b. buzz groups
 - c. questions all the way through
 - d. main points written up and discussed
 - e. starting by saying what you are going to say, saying it, then saying what

- f. the main points were
 - g. post-lecture practical activity to test understanding
9. Give out copies of Handout 5 to the As, so they have their own record of what was wrong with the lecture. (Tell them they should not fill it in now -- it is to help them remember the positive guidelines they have already worked out).

4. Improving the lecture - group work -- 30 minutes

1. Give out Handout 6, the text of the lecture, to each participant. Explain that you read the first part only.
2. Tell them that their task now is to look at the text and see how they could present the information in a participatory way, using the ideas from Handout 5 and the flipchart.
3. Start them off by asking: "For example, what kind of questions could you ask before you even start to find out about the audience's experience and knowledge of the subject?" (E.g.: What does "inheritance" mean? What kind of problems does it cause? Has anyone experienced any of these?)
4. Ask them to work in their place-to-visit groups. Assign each group one section of the lecture, but tell them it will be helpful to skim through the whole thing quickly.
5. Say that they have 30 minutes to do this and to prepare a 5-minute presentation in any form they think is suitable. Hand out flipchart paper.
6. Note: Some suggestions are given at the end of these instructions, if they need help.

5. Group work presentations - 35 minutes

1. Each group has 5 minutes or so to present its material. Watch the time to make sure every group gets a turn -- there are also 15 minutes for questions, etc.
2. After each presentation, ask the others for comments and suggestions. Be ready to praise rather than criticise.



Suggestions for participatory lectures

Suggestion 1

1. Ask what is anemia, what problems does it cause and what are participants' experience of these.
2. Write Aplastic and Hemolytic on the flipchart, and ask their meaning.
3. Write iron-deficiency anemia and vitamin – deficiency anemia law on the flipchart; ask the difference.
4. Ask if they know how you know which kind of anemia one has? If they don't, ask how they would decide, then tell them what does happen.

Suggestion 2

1. Prepare flipchart sheets giving the 3 situations about registered and unregistered marriages.
2. Ask what they would do in each case, then tell them what does happen, and write up the answers.
3. Write the process of sharing property on the flipchart, as a series of steps.
4. Ask what they think is or should be the fundamental principle for deciding who gets what.
5. Make a handout giving details of the legal guidelines for sharing the property -- ask different participants to read the sections aloud, then ask everyone to discuss it in pairs (buzz groups) to see if they think it is fair.
6. Ask where they think disputes could arise.

Suggestion 3

Use the technical note on anaemia example as a task to be done as pair or group work. Participants have to develop a problem tree on the causes and consequences of anaemia.



End of the day

Session summary

Participants fill in the Mood Meter and Comment Board, which assess their well-being and allow them to raise any issues they want to. Then do a “feel-good” closedown activity involving clapping.



Time

10 minutes



Objectives

1. To check on participants' well-being
2. To create a positive note and praise the work done by participants.



Facilitator's preparations

Prepare and stick up today's Mood Meter.
Label it Tuesday.

Activities

1. Mood Meter and Comment Board -- evaluation (2 mins)

Put up the prepared Mood Meter and ask them to fill it in as they leave and remind them of the Comment Board for more detailed comments.

2. Handclap to unity - plenary closedown (5 mins)

1. Say that this is a winding-down activity. Ask them to sit in a circle and close their eyes. Ask them to each begin to clap a rhythm, any one they like. At first this will sound disjointed and chaotic, but gradually it will change to a rhythmical sound.
2. When this has happened and gone on for a short time, say, "Thank you very much. You can open your eyes now."
3. Ask them how they clapped at the beginning and by the end. Point out that in the beginning everyone followed her own rhythm, but by the end they were all working together. Say that this shows that they naturally want to be in harmony -- and you can also see this in the way that they have been sharing ideas and skills.
4. Thank them for coming and for their work. Remind them about the Mood Meter and Comment Board, and remind the Evaluation Observers that they'll be giving their report first thing tomorrow. Suggest that everyone get an early night, as tomorrow will be a long day!

Personal notes:

DAY 3

Presenting information, picture codes and group management, next phases, evaluation

Getting started

Session 1: Alternative ways of presenting information, Part 1

Session 2: Alternative ways of presenting information, Part 2

Session 3: Picture codes

Session 4: Managing group work, discussion and feedback

Session 5: Post- test, evaluation and next steps

Session summary

The session starts with the usual evaluations of the previous day, including analysing the Mood Meter and Comment Board, and the report by the Evaluation Observers. The day's programme is then introduced. Following a brief feel-good activity, participants form groups according to their specialised work areas, like health, small-business/finance etc. This is useful later when they do work-related picture codes.



Time

30 minutes (9:00 - 9:30)



Objectives

1. To start the day on a feel-good note
2. To discuss issues arising from yesterday's evaluation activities
3. To introduce the day's programme.



Materials

None



Facilitators preparations

- Stick up today's Comment Board sheets. Mark them Day 3
- Write today's programme on the flipchart.

Activities

1. Looking back - evaluation activities (10 min)

1. Comment on the results of yesterday's voting with feet. If it showed that participants weren't happy, or were just OK, try to find out why. Ask the evaluation observers for ideas. Deal with any issues raised on the Comment Board as well, and remind people that they can make comments on the new one at any point in the day.
2. Even if there were no problems, acknowledge that you have read the comments.
3. Ask yesterday's Evaluation Observers to give their report on the group's assessment of yesterday's activities. Ask for any comments on their conclusions. Ask for 3 new volunteers to evaluate today's activities, and give their report at the end of the day.
4. Remember, if they don't understand something, always make it clear that the problem is that the handout etc. is not clear, it is not that they lack understanding.

2. Today's programme -- input (5 mins)

Go through today's programme. Acknowledge that it is a long day

3. Something from home -- pairs and round-the-circle icebreaker (10 mins)

- Say that this activity should make them think of something pleasant -- a consolation for the long day's work ahead.
- Tell them that the activity is called Something from Home and (if relevant) that it is to console them a bit for being away from home for the week.
- Say: "If we had asked you to bring one thing from home that has a special meaning for you, what would you have brought and why?"
- Explain that their thing can be big or small, cheap or expensive - from a baby's shoe to a lounge suite -- but no wives, husbands or kids!
- Give everyone a minute or two to reflect, then ask them to tell their partners. They can ask questions about the item.

- Then ask if anyone would like to share what their partner told them about -- if they don't mind. Start yourself, then let people volunteer. Do not force anyone to speak.

4. Specialised work areas - group formation -- (5 mins)

1. Say that during the day they are going to find interesting and participatory ways to present information themselves, so their day groups will be according to the work areas they specialise in.
2. Ask everybody what these main areas of specialisation and expertise are -- things like water, IGAs, health, agriculture, micro-finance. Ask them to tell you, and to say which 4 are most common.
3. Stick up 4 signs in different parts of the room with these topics. Say you know that many of them are competent in several of these areas, but ask them to stand by the one they are most qualified in, or most interested in.
4. If the groups formed are uneven in size, ask some people from the 2 biggest groups (say how many from each one) if they would mind moving to another sign/area. (OR: Split a big group into two.)
5. If the sizes are still uneven, ask participants to move to their second choice until each group has roughly the same number of people. Thank them for their co-operation.
6. Ask them to remember which group they are in, as you will be shifting groups around a bit today.

Session **01**

Alternative
ways of
presenting
information,
Part 1



Session summary

The session begins with an energiser. Participants then take part in 2 activities that give a lot of information indirectly while they are working in groups. In the first activity, they are using 1,000 days leaflets to answer letters to a doctor pregnancy, breastfeeding and complementary feeding. In the second activity, they are working out ways for people to make sure they take steps to prevent malnutrition. They do this by re-reading the leaflets and making stepping stones on paper with all the possible measures. When these are finalised, they walk across a “river” drawn on the floor. The main point is to demonstrate that you can give information without lecturing. The facilitator here merely introduces the activities, gives out the resource material, and keeps a check on what is happening. The next session will give other examples of this type of participatory information presentation.



Time

1 hours (9:30 –10:45)



Objectives

1. To demonstrate and practise 2 examples of presenting information in a participatory way.



Materials

- Copies of Handout 1 : Dear Doctor Letters -- 1 per participant, plus 1 or 2 extra to cut up for the group work (1 for 3 groups)
- Leaflets on 1,000 days (1 each per group) and on pregnancy, breastfeeding and complementary feeding, if possible
- Chalk or 2 long pieces of string (to make lines across the room)
- 12 A4 pieces of paper per group, for stepping stones, plus extras
- Marker pens



Facilitators preparations

- Cut up 1 or 2 copies of Handout 1 accordingly.
- Read the leaflets to familiarise yourself with the information.
- Write on the flipchart: **Dear Doctor Task**
 - a. Find out what problems the writers are suffering from
 - b. Tell them what to do about the problems
 - c. Give any other advice
- Study the Spiral Model of Learning from day 1, Handout 4 (It was discussed on Day 1, Session 2).

Activities

1. Presenting information - input (5 mins)

1. Ask participants if they remember the stages of the Spiral Model of Learning they discussed on the first day. If necessary, remind them, and say that in this and the next session we will be concentrating on Stage 3, when input is given.
2. Ask whether they think that lectures and presentations are an ideal way of conveying this. Elicit or guide them towards the point that there are limitations to how participatory they can be, and therefore not enough of the information is retained.
3. Explain that in this session, and the next, we are going to look at a number of different activities that provide alternative ways of giving information in a disguised way, and ones where the participants are discovering things for themselves. You will do 2 example activities in full in this session, and look at several others in the next one. Remind them that they should constantly think how they could adapt these examples for their own work in the community.

2. Dear Doctor Letters – group work (20 mins)

1. Tell participants that the activity is about nutrition. Ask if anyone knows how widespread malnutrition is in Myanmar. Confirm figures if you have them (MICS); if not, confirm that the prevalence is high, so this activity is important for all kinds of people.
2. Explain that they need to be in 4 groups for this activity only. If necessary, count round to get this number.
3. Explain that each group will have a letter to a doctor, as well as some information about 1,000 days. Show them the Dear Doctor Task on the flipchart, and ask someone to read it aloud. Ask if there are any queries.
4. Give each group a copy of only 1 of the letters, so that each group has a different letter. (Do not give the entire Handout 1 until the end.) Also, give each group a copy of the leaflets on 1,000 days. Tell them that their

letter will be about one of the issues related to 1,000 days. Tell them they have 20 minutes to work out their answers. They do not have to write full letters, but they may want to make notes. A representative will present each group's letter and answer to the plenary at the end.

5. Warn them when they have 5 minutes left.
6. Remind them to choose a representative. If they have all finished before this, move on to the report-backs.

3. Answering the letters - group presentations (30 mins)

Group 1: Letter A – pregnancy

Group 2: Letter B – breastfeeding

Group 3: Letter C – complementary feeding

Group 4: Letter D – post-partum

1. Ask the first representative to read out the group's letter, and then present the answers. Allow discussion and questions – but watch the time. Make sure they cover different issues for men and women -- ask about this if they don't.
2. Do the same with the second, third and the fourth groups.
3. Make sure that the main messages are clear: that there is a 1,000 day opportunity to prevent malnutrition from pregnancy to two years of age and if we do not act during this time there are consequences. Ask people about the consequences of not acting. Lead a brief discussion on these.
4. Tell participants that now you want them to step outside the activity, and think about what happened -- unpacking the methodology.
5. Ask these questions:
 - a. Did you learn anything? If so, how? Remember to acknowledge that they might know a lot about nutrition, but they should also imagine themselves as people who had little or no previous knowledge.
 - b. Could you have got the same information from a lecture?
 - c. What was the advantage of doing it this way?
 - d. How could the facilitator make sure that everyone had a record of the information for later reference? (By giving out leaflets on all forms of malnutrition to all the participants at the end)

6. Make sure the main point is stressed: this is an alternative way for giving input and information without directly lecturing.
7. Now give them all a copy of Handout 1, telling them that it has all 3 (or 4) letters for their files.

4. Stepping Stones for prevention of malnutrition – group work (10 mins)

1. Tell participants that this is another related information-giving activity, also on nutrition
2. Draw 2 long chalk lines or lay down 2 long pieces of string on the floor, parallel, 2 or 3 metres apart.
3. Tell participants that the chalk lines represent the 2 sides of a river. On one side, they and their partners have malnutrition. On the other side of the river, everyone is healthy.
4. Tell them that they are going to make stepping stones so that the people with malnutrition can cross the river and be healthy. They can start with their general knowledge, but they should refer to the 1,000 day leaflets and other handouts to make sure they have covered all the steps. They will work in their specialist groups from the previous session.
5. Give each group paper and pens.
6. Ask them to write on separate pieces of paper each of the steps that are necessary to not be malnourished. Only one idea per step. You will need to take at least 5 steps to cross the river.
7. Each group will represent an age specific child
 - a. Group 1: < six months
 - b. Group 2: 6-8 months
 - c. Group 3: 9-11 months
 - d. Group 4: 12-14 months

5. Crossing the river - plenary activity (20 mins)

1. When everyone has finished, each group will stand by the riverside to present their stepping stones. To prepare, they all put their papers on the ground, not by the river, and look at them. If 2 or more papers say the same thing, the duplicates are taken out.

2. The participants then see whether there are enough to reach from one side of the river to the other; that is, if everything important has been mentioned.
3. Look at the steps yourself. If necessary, ask reminder questions, like: “What about the mother’s nutrition?” Participants should also check with the leaflets to make sure that all the steps are included.
4. When each group is happy with the stones, they are placed between the lines marking the river, and each group members uses their steps to walk across on the river.
5. Ask the whole group what steps the people must take to make sure they do not have malnourished children any more- they do not want to return to the other side of the river.
6. Ask if anyone has done activities like these before. If so, what topics were they “teaching”.
7. Ask if there are topics that they could use in their work and communities. Ask for details of how they have done, or would do, this.

TEA 10:45 – 11:00

Personal notes:

Session **02**

Alternative
ways of
presenting
information,
Part 2



Session summary

The session begins with an energiser. Participants then take part in 2 activities that give a lot of information indirectly while they are working in groups. In the first activity, they are using 1,000 days leaflets to answer letters to a doctor pregnancy, breastfeeding and complementary feeding. In the second activity, they are working out ways for people to make sure they take steps to prevent malnutrition. They do this by re-reading the leaflets and making stepping stones on paper with all the possible measures. When these are finalised, they walk across a “river” drawn on the floor. The main point is to demonstrate that you can give information without lecturing. The facilitator here merely introduces the activities, gives out the resource material, and keeps a check on what is happening. The next session will give other examples of this type of participatory information presentation.



Time

1 hours, 30 minutes (11:00 – 12:30)



Objectives

1. To learn ways of replacing lectures with more participatory information-giving activities. se links between different activities in a session.



Materials

- Handout 3a and 3b – pictures of attachment during breastfeeding.
- Handout 4a Case Study – Policy brief on handwashing.
- Handout 4b: Questions for case study/policy brief.

Activities

1. Introduction to participatory information-giving - plenary discussion (5 mins)

1. Ask participants to remind you about the 2 activities they did in the last session (the letters about 1,000 days and the stepping stones).
2. Ask whether they felt like passive receivers when they were doing these or were they active and solving problems for other people?
3. Write the heading **Participatory Ways to Give Information** on a flipchart sheet, and list **Problem Letters and Stepping Stones** as numbers 1 and 2. You will need to add things to this list, so keep it available on the stand or stuck on a wall.
4. Ask if they should add any others that came up in their discussion. Say that they have several more activities to practice now. Stress they should focus their attention on the methodology used in each.

2. Case study on handwashing behaviour - group work and plenary discussion (50 minutes: 30 minutes groups; 20 minutes discussion)

1. Ask how many of them have conducted formative research on sanitation in communities? If some have, ask them to be your resident experts for the next activity; if no one has say that's great because they will all learn something new!
2. Give out Handout 4a and 4b.
3. Ask participants to work in their specialist groups to answer the questions at the end of the case study and the unpacking section questions – they have 30 minutes.

Answers: to the questions in the case study

1. Handwashing and nutrition

Answers and comments on: Unpacking the activity

1. Participants are unlikely to disagree because the answers are very clear, not controversial at all.
2. Participants learnt about formative research in Bangladesh on how handwashing is critical to improving nutrition - see answer 3 above.
3. It would be used with any group or individuals making any kind of project on sanitation or nutrition, to teach them how to market it better.
4. You could ask them to draw up a list of the features of one of their own programs focused on sanitation or nutrition, and then say how this approach could benefit their programming.
5. The case study is better because the participants work with each other, and the story context makes it more concrete. Also, it is much more likely that they will remember it.
6. Important note: This question raises 2 important points that you need to stress strongly: first, that there are **different kinds of case studies**: some like this to give information, others -- the majority -- to stir up discussion. A good example of the other kind is the health of the village case study from yesterday.
7. Ask whether any of them learnt anything new about the importance of washing hands and nutrition? If they say yes, ask whether they're happy to add case studies to the Participatory Ways to Give Information. When you write it up, add in brackets [closed questions, for teaching not discussion].
8. Finally, say that you want to test their knowledge on hand washings with 1 question:

Ask: "Is feeding children the right foods in enough quantities enough to prevent malnutrition? (No, because children can become repeatedly sick from infections).

3. Pictures that teach; attachment - buzz groups and plenary (20 mins)

1. Say that we are now going to look at a different method. Give out the handouts of pictures 3a and 3b (attachment when breastfeeding).
2. Ask what they show. (Good and bad attachments for breast feeding.)
3. Explain that they are used in a course for teaching breastfeeding and it's benefits to mothers.
4. Ask participants to work in pairs. Their task is to compare the 2 pictures and make a list of rules for proper attachment of the infant to the breast. Give them 10 minutes for this.
5. Take their answers, guiding them to get things correct. Write up the rules on the flipchart.
6. The rules which your baby is correctly attached to your breast, you'll notice that:
 - a. breastfeeding feels comfortable, not painful
 - b. your baby takes the whole nipple and a large amount of the areola into his mouth, more on the chin side than the nose side
 - c. your baby's chin is pressed into your breast
 - d. your baby's lips are turned out over your breast (not sucked in)
 - e. your nipples stay in good condition, and don't show any signs of damage
 - f. your baby is draining your breast properly, so that it feels floppy after a feed.
7. At the end, ask if anyone has learnt anything new. If they have, ask them to tell you whether the activity qualifies to go onto the flipchart list of Participatory Ways to Give Information. They must explain why or why not.
8. Write it up as **Pictures**, if they agree.

LUNCH 12:30 – 01:30

Personal notes:

Session 03

Picture Codes



Session summary

The session begins with an energiser, then a demonstration and discussion of 2 kinds of picture - those for lecturing and those that open up discussion and analysis. Only the latter are picture codes. This activity also demonstrates the questions typically asked when using a picture code to analyse and seek solutions to a community problem. In the next activity, the facilitator presents three picture codes, using a different style each time to demonstrate 2 bad methods of handling these (over dominating, over passive) and 1 successful one, whose details are then outlined. Following this, participants work in groups to create a picture code relevant to some area of their work, and then present them to the plenary. Quick closedown activities end the session.

Note: picture codes have been used in earlier sessions, but the purpose here is to analyse exactly what a picture code is and how it is used, with detailed methodology on the contents and style of the presentation.



Time

1 hour 45 minutes (1:30 – 2:35)



Objectives

1. To show how picture codes function
2. To practice the effective handling of picture code discussions
3. To give participants practice in designing and presenting a code of their own.



Materials

- Pictures as follows:
 - a. 6 A/B -- nutrition pictures (a balanced meal for adult and child; a malnourished child)
 - b. 7 A/B -- deforestation, before and after trees are cut down
 - c. 8 -- domestic violence
 - d. 9 Hygiene picture from manual
- You need copies of each one -- 1 per participant
- Handout 10 -- Picture Codes
- Board markers and flipchart paper



Facilitator's preparations

- Study the pictures you will be working with -- they are explained at the beginning of the "How to present a picture code" activity.
- After reading the session notes, work out your ideas about the deforestation pictures, 7A and B, the causes and solutions to this problem.
- Practise the 3 styles of presentation you are going to use - too bossy, too passive, and balanced and guiding.
- Write the following on a flipchart sheet:

The BUT WHY? Method

1. The child has a septic foot.
 - But why?
2. Because she stepped on a thorn.
 - But why?
3. Because she has no shoes.
 - But why does she have no shoes?
4. Because her father cannot afford to buy her any.
 - But why can't he afford it?
5. Because he is a farm worker and is paid very little.
 - But why is he paid so little?
6. Because the farm labourers have no trade union.

Activities

1. Musical Chairs - energiser (20 mins)

1. Ask them to put their chairs in the middle of the room, in 2 lines, back to back. Take out 1, so there is 1 less chair than there are players.
2. If you don't have chairs, use pieces of paper or cloth big enough to sit on.
3. Tell people that you are going to play some music. While it is playing, they must run or walk around not too close to the chairs. When the music stops, they must rush and sit on a chair. If they don't get a chair, they are out.
4. (If you don't have music, they must walk around the chairs until the facilitator calls "Sit" -- then they rush for a seat.)
5. Start playing the music, then suddenly stop. One person will be out. Take 1 chair away; do this every time they have sat down. Keep it moving quite fast, though once in a while play the music a bit longer.
6. The game ends when there is only 1 chair left, and 2 players. The winner is the one who gets the last chair. Clap, and give the last 2 a prize.
7. Thank everybody for playing.

2. Two kinds of pictures - input and plenary discussion (20 mins)

1. Ask what pictures we have seen in this workshop so far. (Petrol-pump education; the 3 pictures about people starting classes and then dropping out; the rules for breastfeeding attachment). Then ask whether they use pictures in their work with the community; if so, get some examples of what they represent, and how they use them.
2. Explain that although we have used picture codes in an earlier session of this workshop, what we are doing here is not repetition. Our purpose now is to analyse exactly what a picture code is (and see that many pictures are not picture codes). We also want to see in detail how it is used, laying out the methodology of content and style of presentation. In addition, participants will get a chance to put these ideas into practice when they actually practice facilitation on the 4th day of training.
3. Say you want to begin by clarifying what a picture must do before you can call it a picture code. Give out the handouts of pictures 5a and 5b, about nutrition. ("A" is a picture of a balanced meal for adults and children; B is a picture of a malnourished, listless child.)
4. Ask, how would you use each of these with a group? Encourage discussion.

Note: The idea you would like them to reach is that the first picture is used more for top-down teaching or lecturing people about what they should be eating and feeding their children (like petrol-pump type of education). Keep in mind that it's fine if someone argues that you could also turn it into a source for deeper analysis of why they don't have this kind of food). The idea of picture "B" is that while the picture itself is fairly clear, its causes are not, and it can lead to deep analysis of a problem if the right questions are asked.

1. Ask which of the 2 visual aids could be called a picture code, and what they understand by this.
2. Ask the group the picture code questions about picture 5B of the undernourished child, as follows:
 - a. What do you see happening in the picture?
 - b. Why is it happening?
 - c. Does this happen in the communities you work with?
 - d. What problems does it create?

- e. What are the root causes of these problems?
 - f. (Add "But why?" wherever appropriate.)
 - g. What can we as development workers do about it?
3. Don't let the discussion go on too long, just nod and assent a lot, and allow as many ideas to be expressed as possible.
 4. Say: "OK, that obviously led to a lot of ideas, and we haven't taken them to any conclusions. Could you change your hats now and move from being participants to facilitators?"
 5. Point out that the key elements in the discussion were, as always, the questions you asked. Say that these followed a standard pattern for examining picture codes, and elicit the question list given above. Write it on the flipchart, telling participants they need not copy it, as it's on their next handout.
 6. Ask whether they think you have all the answers to the questions you asked, or solutions to the problems they raised. (By no means!)
 7. Point out that the facilitator will not necessarily know about their, or the communities', situations. What facilitators can do, however, is to ask questions that guide the participants to analyse the root causes, and come up with solutions and viable action plans.
 8. Give out Handout 6. Ask someone to read the definition of picture codes. Ask if they agree with it.
 9. Say that when they start looking at the root causes of the problem in their real lives, the key question in the process is number 5. To push this further, they can keep asking "But why?"
 10. Show them the But Why? Method flipchart sheet. Ask 2 volunteers to read the 2 parts.
 11. Ask them where the questions start and end; discuss their effectiveness as a tool in development.

3. How to present a picture code - demonstrations and plenary discussion (25 mins)

Note: Your activity here is to present 3 picture codes in 3 different ways: the first too dominating, the second over-passive; the third "correct" – enabling, encouraging, guiding, asking leading questions, and synthesising. The pictures you are using show the following:

7A and B: deforestation -- what happens when women in a rural community cut down all the trees for firewood, without planting more, and the area becomes barren. The result is that they have to go further and further away, for less and less wood -- and the environment is destroyed in many ways. This is obviously quite a complex issue, as they have little choice, but when you discuss the pictures, you can be condemning or understanding, as you like. When you discuss these pictures, you dominate the discussion. What solutions are there to this?

8: a scene of domestic violence -- a man beating his wife. Why? Whose fault? What can be done about it?

9: Hygiene , 9A and 9B

1. Say that now you are going to look at a key factor in making picture codes successful -- how the facilitator handles the question and answer session.
2. Say that you are going to present 3 different codes and that you need observers each time. If you have more than 3 specialist groups, just for this activity make 3 groups by counting around the group, naming people A, B or C.
3. Check that they know their groups, then ask the As to move or take their chairs and put them outside the circle, but somewhere they can see. They should observe and not take part. Ask the Bs and Cs to move their chairs or themselves closer together to be the audience.
4. Give out the handouts of pictures 7A and 7 B, about deforestation. Ask the questions, but allow minimal answers from the participants. **Make sure you impose your opinions each time, and are bossy, so that the session does not last long.**

5. Take down the pictures, and ask the observers what they thought of the discussion, and how well you handled it. Ask the participants how they felt and whether they really got a chance to analyse the problem.
6. If they are reluctant to criticise, ask leading questions to make the point about your being too dominating and giving all the answers yourself.
7. Ask the As and Bs to swap places, and the Bs to observe.
8. Give out the handouts of picture 8, about domestic violence. **This time, be extremely passive. Ask the picture code questions, but do not synthesise, push deeper, or summarise points. Just say “OK, anyone else? Other comments?”**
9. There will probably be plenty of discussion anyway.
10. Take down the picture, and again ask, first observers and then the other participants, how that discussion went. If necessary, lead the assessment towards your failure to guide and synthesise the discussion, noting particularly if, for example, it got bogged down in denunciation or conflict or failed to look at practicable solutions.
11. Ask Bs and Cs to swap places; Cs are the new observers.
12. Give out the handouts of pictures 9A and 9B about a vegetable cart and static market selling vegetables. The issue they are to raise is the reasons that IGAs start but fail.
13. This time, handle the discussion properly, allowing the suggestions for the pictures to start off general but then to come into focus on the problems environmental hygiene, and the reasons for this. Make sure you widen the focus from this example, to reasons for unhygienic homesteads.
14. Treat the participants now as development/community workers (which they are), and ask “but why” questions to get to what they see as the root causes, and possible solutions. Suggest important possibilities they may be ignoring, but do not impose your views.
15. Do, however, guide the discussion, asking what they can do to prevent this problem. Make sure that the real issue is highlighted and the discussion looks at what development workers and clients need to do to make hygienic environments more sustainable.
16. At the end, take down the pictures and ask for the observers' assessment of how you handled this presentation.

17. Ask them, and the other participants, to pinpoint the behaviours that made this the most effective method -- enabling, guiding, deepening the discussion to the root causes, avoiding both dominance and passivity. One point to stress is that when you first present the picture you must allow different interpretations of what is happening. But - and this people often forget - you must give the correct interpretation before you go on to ask why it is happening.
18. Be sure to mention that there are a number of picture codes used in the guide book.

TEA 02:35 – 02:50

Personal notes:

Session **04**

**Group
Management,
Next Phases,
Evaluation**



Session summary

Participants will first show their views on the suitability of pair and group work in their communities by standing along a rope or chalk line. They will then brainstorm and discuss group formation methods, and analyse factors affecting what size group we use. They then move on to the management of group work, first listing the stages of a group-work activity, then working in pairs to discuss ideas on dealing with feedback, and finally working in groups to discuss issues about the management of group work, feedback and discussions in general.



Time

1 hour 45 minutes (2:45 – 4:30)



Objectives

1. Participants will analyse factors relating to size and formation of groups
2. they will examine the management of group-work activities
3. they will resolve problems in managing discussion and feedback



Materials

- Handout 11 (one per person)
- Handout 12 (one per person, and also 1 per small group)
- A stick of chalk, or a rope long enough to make a line that everyone can stand along
- The Group Formation section of the Reference File -- 1 each



Facilitator's preparations

- Use Part B of Handout 12 (the questions) to make sets of problem cards --
- 1 set per small group. Copy or glue the handout onto a card (one copy per group), then cut them into strips. Hold each set together with an elastic band, and put the sets into envelopes.
- OR you can write out the questions onto cards, and make 1 set per group.

Activities

1. Introduction to group work - continuum game plus input -- 15 minutes)

1. Give the objectives of the session, and the issues you are going to look at. Explain that you have actually touched on these areas indirectly in some of the other sessions, like picture codes and case studies, but now will deal with them directly.
2. Say that you're now going to ask them to show you – physically not verbally – how they feel about using group and pair work with their communities.
3. Stretch the rope along the floor in the middle of the circle (or wherever there's enough space) in a long straight line, OR draw a line on the floor in chalk. It must be long enough for everyone to stand along.
4. Explain that the line represents a continuum; one end (point to it) represents the opinion that group and pair work are totally unsuitable and time-wasting for communities. The other end (point to it) means that group work is entirely successful and an excellent way for people to learn and develop. If you have chalk, you can label them 0 and 10.
5. Ask them to be completely honest and stand in whatever place on the line that shows how they feel. Remind them which end is Useless and which is Wonderful.
6. Starting at the Useless end and moving up, ask participants to say why they are standing in their places; move on up the line.
7. If everyone is at the Wonderful end, say, "Great. I can see I'm preaching to the converted -- but you can still tell me why you are standing here," or something similar.
8. Ask if they have used this kind of "line-up" in their work. Point out that it is a quick and clear way to show what a group thinks about a topic, how successful or unsuccessful something has been, how easy or difficult, how often something is done, etc. You could use it for instant evaluation, for example.
9. Ask if it gives you a detailed, or a superficial, picture.

2. Group formation methods - brainstorm and plenary discussion --10 minutes

1. Ask what group formation activities they mostly use in their communities, and make a list on the flipchart. They should also add the ones you have used in this workshop, and any others they know about. (See list below)
2. Ask for comments on each one, including any special advantages and disadvantages:
 - a. Fruit Salad/Vegetable Stew/Everybody Sing -- can be used as an energiser too, if they do the running around/getting a new seat when your name is called.
 - b. Number groups -- running to form different size groups until they end up with the ones they need. Also an energiser
 - c. Bean Game -- can also be used as an icebreaker, for getting to know you, or discussing any other questions.
 - d. Counting round or dividing the circle into 4/5 sections -- good for forming groups quickly and with minimal disruption.
 - e. By specialist areas/organisations/professions -- good for tasks needing this, but then they don't get fresh ideas from different people. Also, you can end up with different sized groups, and have to juggle people.
 - f. The facilitator selects specific individuals -- good to put all the dominant or disruptive people into 1 group, or to mix weak and strong-skilled people.
 - g. Participants choosing groups themselves -- a bit messy, but they work with people they like which is good for personal discussions. The big disadvantage is that some people are left out.
3. Ask if all these group formation methods are suitable for the community. If necessary, ask if there are cultural factors to think about -- if you mix everybody up, you might get old men and young women together, or a father-in-law with a daughter-in-law, for example. Ask if this would be a problem.
4. Ask if there are other things you need to bear in mind – for example, what you are actually doing or discussing. If you want to discuss sensitive HIV/AIDS issues with people of each sex, different ages, and some married some not - how would you form groups?
5. Okay –now that we have discussed the formation of groups, and there are many different ways as you have decided, we will now look to the size of groups.

3. What size groups? plenary discussion and buzz groups (15 mins)

1. Ask participants what size groups we have been working with in this workshop:
 - a. pairs/buzz groups
 - b. small groups of 4 to 6
 - c. the plenary -- large group
2. Ask if they do the same when they work with the community.
3. Ask participants to describe the differences in how they experience working in the 3 types of group, especially in terms of how easy and comfortable it is to talk in these. At this stage, just take the suggestions and comments, asking if other people feel the same, and noting key words on the flipchart
4. (For example: pairs -- comfortable; plenary -- many ideas).
5. If these ideas don't come up, ask these questions:
 - a. Where are we most open and free to talk?
 - b. Where do we get the biggest variety of ideas and opinions?
 - c. Which size usually finishes a task most quickly? (Pairs -- big groups take longer than small ones)
 - d. Where are we most active? (Buzz and sometimes small groups)
 - e. We often use buzz groups before a plenary brainstorm - why? (It gives quiet people time to suggest and validate their ideas with 1 person so they are confident to present them to the plenary)
6. Say that the key question is: How do you decide which size group to choose for each activity you're doing? Encourage discussion about this.
7. Say, OK, let's bring this together by making a list. Write on the flipchart: Factors to Consider in Deciding on Group Size, and invite ideas.
8. Use guide questions if necessary so that all these factors are included.
 - a. the content -- is it sensitive/personal? or does it need lots of suggestions?
 - b. variety -- mix them up in 1 session
 - c. time -- whether you want long thorough discussion, or to save time
 - d. the people -- the cultural mix, or the mix of skills
 - e. how much space you have

- f. the timing of the activity (groups and pairs are OK when they're tired)
 - g. the type of feedback you plan, and how long it will take per group
 - h. How active you need people to be (if they're involved, they won't get bored)
 - i. The number of people in the overall group.
9. Point out that we try to balance getting ideas from as many people as possible with the safety and familiarity of speaking in small groups and pairs.
 10. Say, "OK, now let's do a practical test from your own experience. Think about the community case study you did yesterday.
 11. How many people were in each group? Was it the best number, or would you do it with more or less? Give me reasons."
 12. (Some suggestions: they need quite a few ideas for this, so it wouldn't work with just 2 or 3 people. Too many people though would make it harder to reach a decision and everybody needs to be involved and have a sense that they participated).

NOTE: You can choose another activity for them to discuss, e.g., somewhere when we had buzz groups, then a plenary brainstorm.

4. Stages in group work - brainstorming --10 minutes

1. Say we will move on now to the actual procedure of running group work, feedback and discussions. They have participated in many of these during the workshop, but now we want to focus on the facilitation of them.
2. On the flipchart, write the heading: Stages in Doing Group Work, then write the numbers 1 to 6 down the side, with lots of space between them.
3. Ask participants to give you the stages: write them in next to the correct numbers as they come up. The "ideal" list is below, but be flexible if they say different things that also make sense, even if it means changing the number of stages etc.

Note: Participants don't need to copy these, as they're on the handout they will get at the end of the session.

Group Work Stages

1. **Pre-questions/discussion on the topic to create interest and check relevance and their knowledge**
2. **Group-formation activity (if necessary)**
3. **Clear instructions, task written and talked through**
4. **Groups get together to do the activity**
5. **Check round the groups to see that they have understood (after a few minutes)**
6. **Feedback/report back**
7. **Unpack/summarise main learning points.**
8. At the end, ask: if they were advising a brand-new facilitator, which stage would they stress as the most important?
9. No problem if they have different ideas; suggest “clear instructions” if they don’t have strong views.
10. Ask, “What other things must you think about before the session?”
 - a. Having enough materials -- copies of a handout and supplies if they are going to make something.
 - b. Knowing where you want the groups to end up -- the conclusions or results
 - c. The time they need for the task.
11. Ask: Can you use group work at any time of day -- morning, afternoon, evening, or should you avoid it at certain times? (As long as the task is well-chosen and interesting, it usually does keep people’s attention, so it is fine when people are a bit tired; it often wakes them up. It is even better if they have a real task to do, or very guided questions.)

5. Feedback methods - plenary discussion and pair work on Handout 11 -- 20 minutes

1. Say, handling feedback and managing discussions in plenary is not always easy. Comment on anything you personally find difficult about doing this -- e.g., synthesising different opinions, being neither too passive nor too bossy.
2. Ask for their experiences -- problems and advice.

3. Ask participants to list different methods of feedback you can use after group work. Write them on the flipchart. Ask for comments on them (see list below).
4. Plenary goes over the answers/issues discussed.
 - a. This plenary feedback can be quite boring and repetitive if it goes through every question and gets everyone’s ideas. Ask if they have found this, and for ways to avoid it. (Asking questions like: “Which questions did you disagree about most?” and “Were there any questions you found hard to answer?”)
 - b. Presentations - including pictures, plays or role plays, songs, poems. These run the danger of being long and sometimes boring, but sometimes they can be really good. Think of their picture code sessions.
 - c. Gallery walk - where each group displays ideas or pictures, and discusses differences, key ideas.
 - d. Point out that no one of these methods is best in general, but that different ones are suitable for different situations.
5. Explain that Handout 11 has some tips that they may find helpful, and say that you would like them to assess them in pairs.
6. Give out Handout 11, and ask somebody to read out the task.
7. Give them time to finish reading and discussing the questions, then ask whether it was helpful. Get quick feedback on the task questions.

6. Problems in group management – group work -- 30 minutes

1. Say that since they have been talking about groups, it made sense for the final activity of the session to be in groups. Ask them to work in their count-around groups.
2. Explain that each group will get a set of problem questions about feedback and discussions; they should put them face down and take turns to take a card and read it out.
3. Ask them to put on one side any questions for which they cannot find a good answer.
4. Give out the sets of cards/slips you made from Handout 28.
5. Give groups a time limit of 20 minutes; make sure you will have about 10 minutes at the end for feedback.

6. For the feedback, ask these 2 questions:
 - a. Which questions caused the most discussion and disagreement in your group?
 - b. Were there any questions you couldn't answer?
7. Use your co-facilitators to get other opinions on the issues they raise.
8. To unpack your feedback method, ask: "What 2 questions did I ask just now in order to get the feedback from the group work?"
9. Point out that this avoids repetition and allows us to focus on the questions people found tricky. It also saves time. The facilitator, however, does have to trust the instincts of the participants on the questions they don't go over together. Ask if they find this trusting difficult or easy.
10. Finally, give out copies of Handout 28 and the Group Formation section of the Reference File for each the participants to put in their group management Jeopardy game and its table

Personal notes:

Session **05**

**Post-test,
evaluation and
practical work
for day 3,
closing**



1. **Post-test (15 mins)**
2. **Evaluation (10 mins)**
3. **Practical work on facilitation for day 3 (15 mins)**

4:30 SESSION 5: Post-test and evaluation

Post-test (15 mins)

1. Handout the post-test to participants.
2. Give them 15-20 mins to complete.


Evaluation (30 mins)

1. Have participant break into groups. You can have 3-4 groups
2. Each group will design a way to evaluate the workshop. They can design and carry this out anyway they would like (role play, questionnaire, interviews, focus group discussions).
3. Each group should decide on their own criteria on which to conduct the evaluation (content, logistics, food, venue).
4. Give the participants 10 minutes to develop their evaluation
5. Each group will have 5 minutes to present.

5:15 End of the day - closedown activities (5 mins)

Daily observers report, vote of thanks from facilitators and mood meter.

Personal notes:



End of the day Closedown activities (5 mins)

**Any
Activities to
add here?**

