

COMMUNITY DEVELOPMENT MANUAL



prepared by Kay Wotton



HEALTHY CHILD UGANDA

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Community Development Manual

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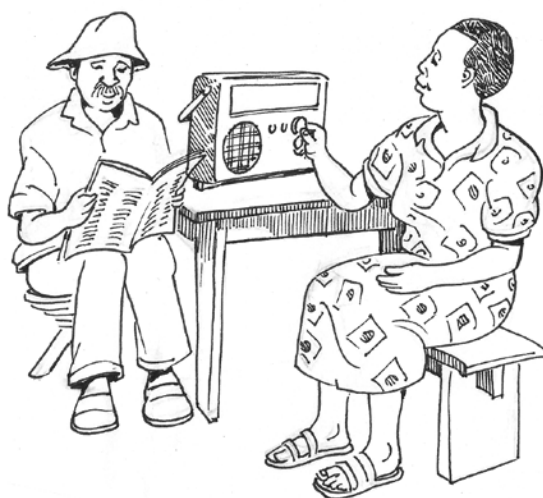
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*Not to know is bad; Not to wish
is worse
• Nigeria •*

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Organizations and individuals have been developing and using participatory training exercises for many years and in many different countries. The exercises in this manual are the result of the creativity and enthusiasm of thousands of people in many disciplines and numerous countries. The original source of each tool is often difficult



to trace and most of them have been adapted and altered many times. Inspiration and ideas have been drawn from a number of excellent training resources, especially the Training of CHWs, Uganda Community Based Health Care Association; Footsteps, Tear Foundation; A Trainer's Guide for Participatory Learning and Action, International Institute for Environment and Development; and Tools Together Now, International HIV/AIDS Alliance.

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How to Use This Manual

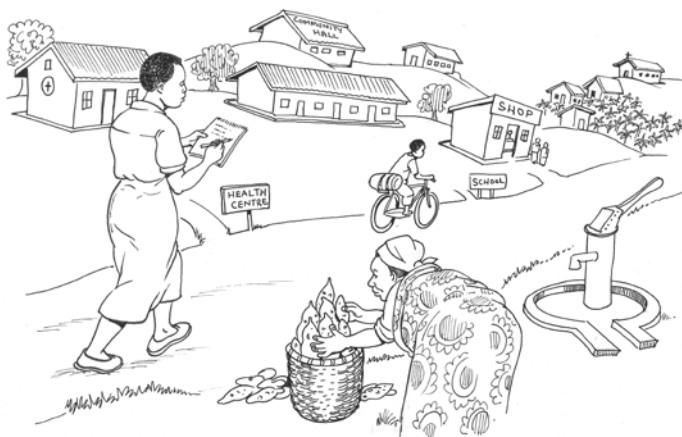
The exercises in this manual can be put together as a workshop of several days. They can also be used one at a time during community meetings, in classrooms or in the field.

The exercises have been grouped by topic. The topics include development, team work, leadership, personal growth, health education, gender, analyze, communication and identify issues. Some exercises are short and can be used like energizers. Most exercises have been designed so they can be done in 30 to 45 minutes.

The exercises work best when lead by two facilitators using the local language. The last section of the manual has some exercises for becoming a facilitator. Doing one exercise at a monthly meeting can help groups to continue to learn and grow as volunteers and as people. The exercises often provide individual and group insights. They can provide an opportunity to begin to think and act differently.

The illustrations in the manual have been designed to assist in learning and in remembering key messages. They can be enlarged and used as visual aids.

When you are doing role plays, remember to keep them short. Give participants time to discuss the role plays and bring out the lessons. When you are using stories, practice and prepare them in advance so you do not read them.



Upstream Downstream Parable

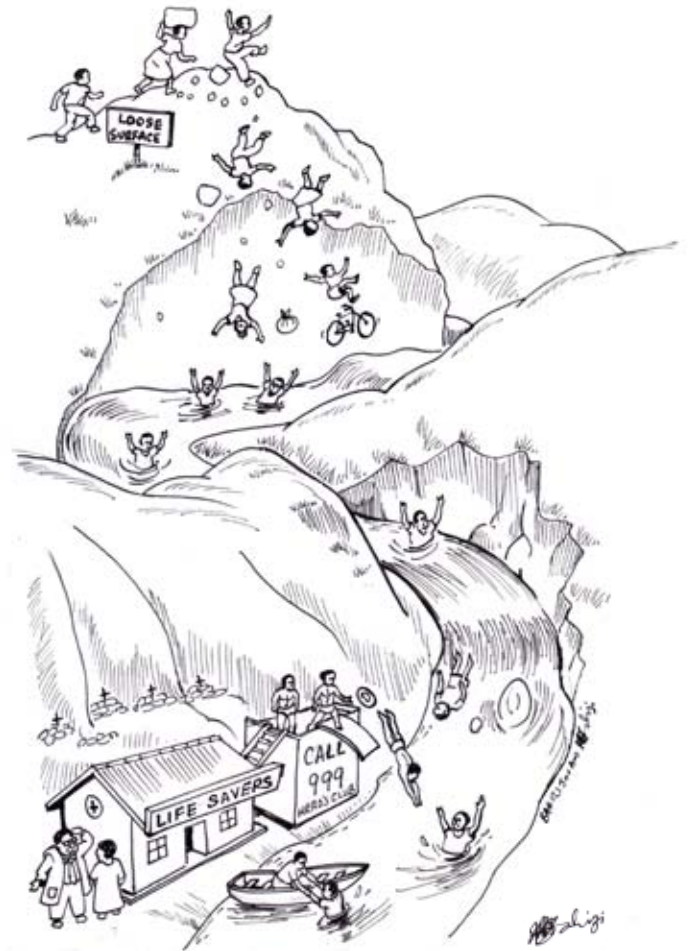
It was many years ago that villagers in Downstream recall spotting the first body in the river. Some old timers remember how spartan the facilities and procedures for managing that sort of thing were. Sometimes, they say, it would take hours to pull ten people from the river, and even then only a few would survive.

Though the number of victims in the river has increased greatly in recent years, the good folks of Downstream have responded admirably to the challenge. Their rescue system is clearly second to none: most people discovered in the swirling waters are reached within twenty minutes, many in less than ten. Only a small number drown each day before help arrives—a big improvement from the way it used to be.

Talk to the people of Downstream and they'll speak with pride about the new hospital by the edge of the waters, the flotilla of rescue boats ready for service at a moment's notice, the comprehensive health plans for coordinating all the manpower involved, and the large number of highly trained and dedicated swimmers always ready to risk their lives to save victims from the raging currents. Sure it costs a lot but, say the Downstreamers, what else can decent people do except to provide whatever is necessary when human lives are at stake.

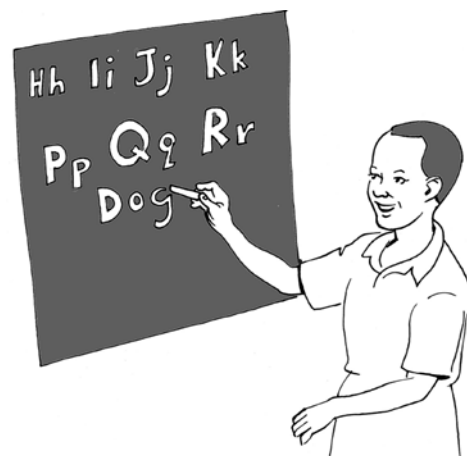
Oh, a few people in Downstream have raised the question now and again about what is happening Upstream, but most folks show little interest. It seems there's so much to do to help those in the river that nobody's got time to check how all those bodies are getting there in the first place. That's the way things are, sometimes.

Don Ardell



SESSION: Development Is?

Health and development are very closely linked. We cannot have health without development and we won't achieve development without health. Education and knowledge also have a big influence on health and development. Security, democracy and social justice are also important. Easing poverty is necessary and can make a big difference in reaching all people equally.



*By trying often the monkey learns
to jump from the tree*

• Cameroon •

Economic improvements such as jobs and better roads are important to development. But they are not the only or most important requirement. Economic change has to be done in a way which ensures that the natural environment is protected for our children's future.



Objective: To examine development.

In small groups have people write down the statement, "Development Is . . ." and complete it. Have one person from each group read their statement. Discuss the various statements. Combine them to include all the ideas. Try to be realistic and avoid impossible dreams.

In the small groups now discuss how their work as volunteer health workers fits into development. Add these observations to the statement on development.

In the large group ask for the common ideas in these statements. Why is health an important part of development? Put the best comments from the discussion into a summary.

SESSION: Development Depends

Development has been called a process of enlarging people's choices. When people acquire the skills, assets and freedoms necessary to achieve their full potential they become empowered. Slow development leads to poor health and low productivity, which in turn leads to slower development.

Development and power are not something given to people. They involve a process of change taken by people. Development depends on the interaction of a number of parts and requires the active engagement of people. Economic development is only one of the many parts of development, and it needs to be sustainable. Sustainable development meets the needs of people now, and allows future generations to meet their needs as well.

Objective: To appreciate the role of development for communities.

Materials: Photos of various aspects of development.

In the large group ask participants to think about what development means to them. Then, from the group of pictures spread out on a mat, have each person select a picture that shows that part of development. If someone else chooses their picture first, they can select another picture. Have them form chat groups of three to discuss why each of them chose their picture. After five minutes, ask one person from each group to select one thing they discussed about development. Write their response on poster paper. Ask the next group to select a different aspect on which to report. Move around the groups until all the different responses are written on the paper.

Show the *Development Depends* poster. Link up their comments to the words on the poster. Note how they have identified most of the factors on the poster and maybe even added more.

Development Depends on ...

Democracy
Equality
Poverty alleviation
Empowerment
Natural resource protection
Durable infrastructure
Social justice

*Teeth that are together
can break bone*

• Ankole •



SESSION: Action Steps for Development



Sometimes in communities where there is a problem, we return a year later and find there is still no change. Often it is because the community is not ready to take action on the problem. If we listen carefully to what the people in a community say about a challenge, we can often learn about their attitudes. By listening to people we can find out where they are on the action scale and how likely they are to act on something.

Objective: To assess how ready a community or person is for development.

Materials: Cards with statements about a water problem; Action Steps of Development poster;

six handouts of the Action Steps.

Put the Action Steps chart on the wall. Briefly describe the steps giving examples for each step.

- Step 1 There is no problem.
- Step 2 There is a problem but it is not my responsibility.
- Step 3 There is a problem but I have doubts—about myself, about others, about change.
- Step 4 There is a problem but I am afraid of the risks.
- Step 5 I want to find possible solutions to the problem.
- Step 6 I believe that we can do it.
- Step 7 We can do it and can overcome any problems that develop.
- Step 8 We were successful and now want to share and teach the results to others.



Read out an example of an attitude to a problem. Ask them to identify where it is on the Action Steps. Go through several examples asking participants to place them on the appropriate step. Ask questions until they place it on the appropriate step.

Form small groups. Hand out a set of examples to each small group with a small copy of the Action Steps. Have the group identify the appropriate step for each statement. In the large group ask each group in turn to place one statement on the Action Steps. Ask the participants for comments. Note that some statements may be difficult to place.

During the discussion ask, "What statements show that people are not willing to act? Which statements show that people know there is a problem but something holds them back? At which end of the steps are most of the comments? Why? How will understanding people's attitudes help us to help them? Does this reflect our own

Development

statements about problems?"

Examples of statements about a water situation

- Step 1 We and our animals have used this river water for long.
Step 1 We have been drinking water from this river for generations. It never harms us.
Step 2 We need water, but it is up to the government to build a water system for us.
Step 3 What can I do, I am only a woman?
Step 3 They are only giving a pump so that taxes can be raised.
Step 3 It won't work in this village because people are too lazy.
Step 4 If you boil water it is less in volume and it is not tasty.
Step 5 What suggestions do you have for us?
Step 6 To have clean water, we could organize a fund raising headed by the chairperson as guest of honour.
Step 7 Let's give some small funds among ourselves so we can have safe water.
Step 8 We have donated money to protect our own water spring, now we have clean water.

Building a well examples

- A We need water, but the government should build it for us.
B I have never been to school and am too old for these new ideas.
C What if it costs too much? I can't afford another debt.
D I know how to fix the pump and keep it working. I will be glad to show others how so we can save on repairs.
E We don't want covers on our wells. The presence of frogs improves the taste of water.
F You can count on me. I can help others to keep the pump clean.
G Boys in this village have lots of bilharzia. Tell me how to avoid it.
H They are only building a dam (or pump) so they can raise our taxes.
I It won't work because people in this village are too lazy.
J What can I do I am only a woman.
K I would like to have a latrine for my family, but my neighbours will laugh. They are against the idea of latrines.
L Sharing a latrine with your mother-in-law brings problems.
M At night or when we are sick, a latrine is very useful. I want to build one.
N If feces are left in latrines, someone who wants to harm you can locate them.
O Diarrhea is caused by heat especially in the summer, not by water.
P If we collect the stones it would only take two days to have enough.
Q It is a lot of work for a little improvement.

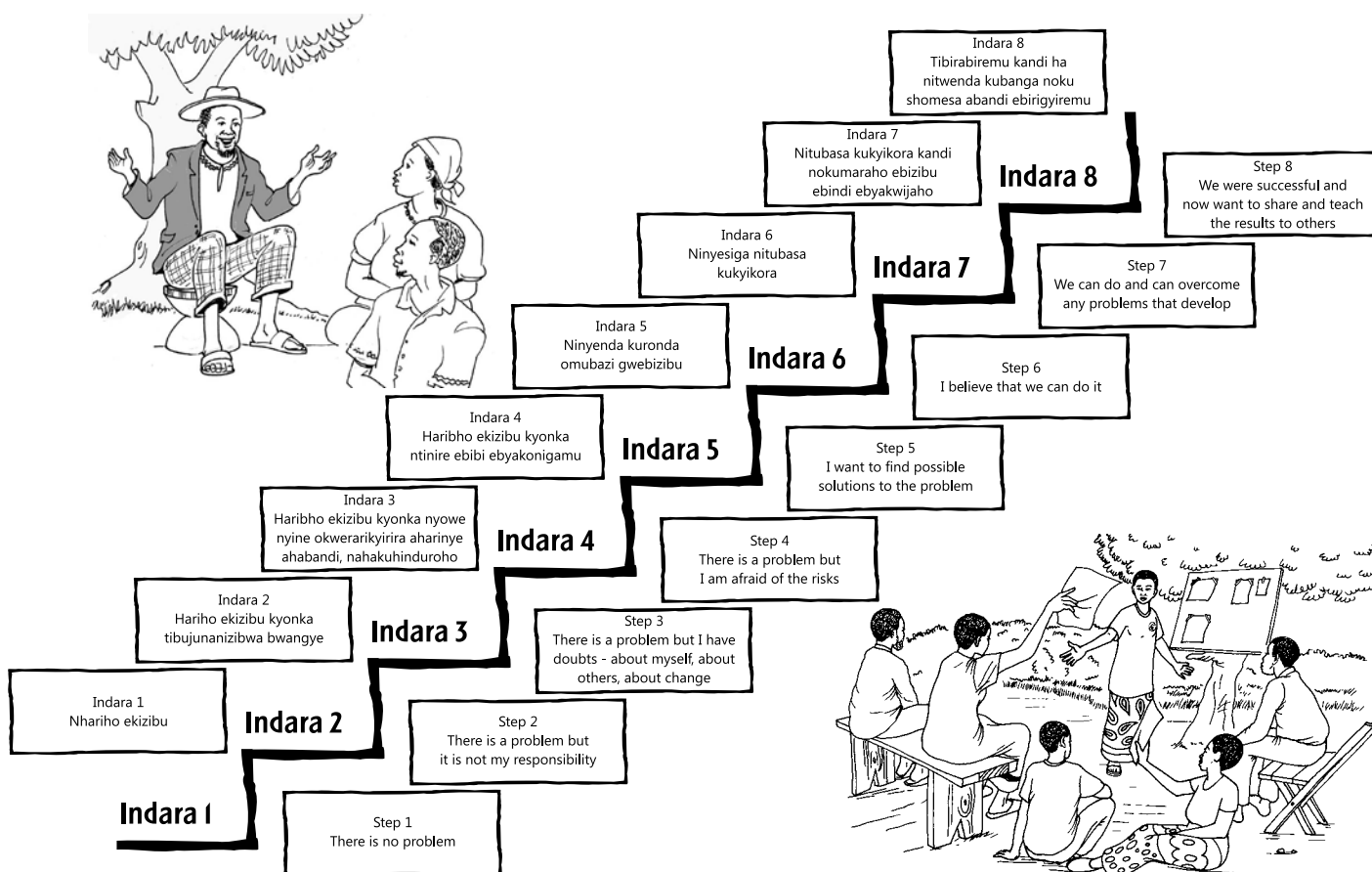


*When a lion enters your village,
you must raise the alarm loudly*

• Uganda •

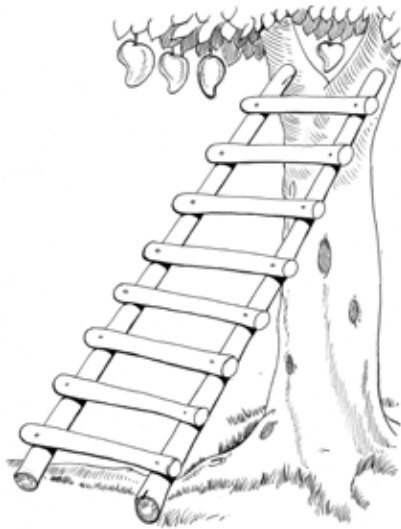
Non-Hygiene Examples

- The trees we planted grew so well we have enough for our own needs and are able to sell some timber.
- My grandparents and parents always planted maize this way.
- I could leave my children with the neighbour so I could go to the clinic.
- If we were all to collect stones it will only take two days to have all we need.
- It is a lot of work for a little improvement.
- I drank this water and my father did the same before me and we have lived long lives.
- Beans are too expensive to buy in the market.
- I know the cattle need more fodder but I don't have enough land.
- I would like to take the children to the clinic but it is too far.
- We have to die sometime.



Actions Steps for Development

SESSION: Participation Ladder



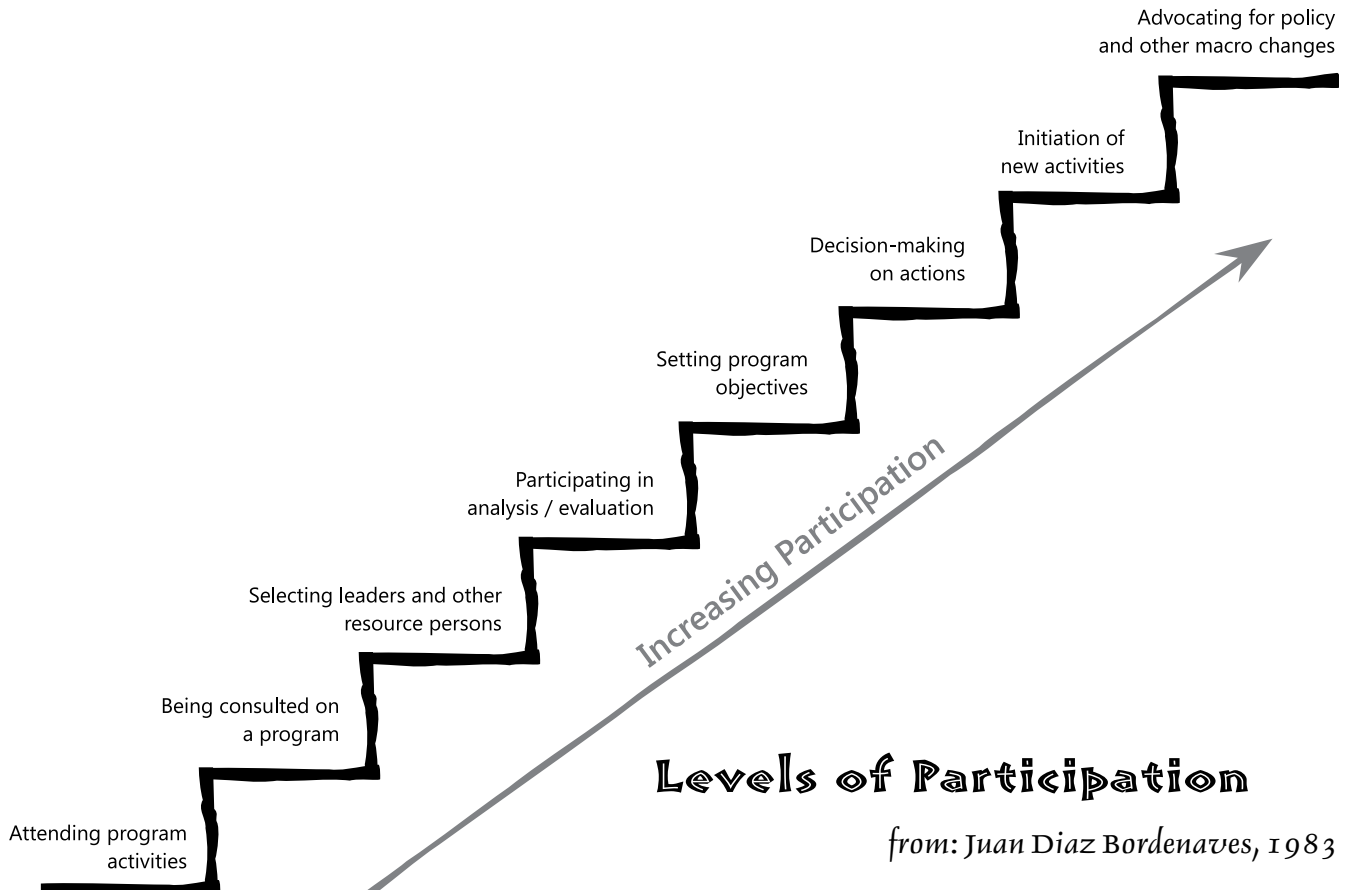
Community participation is an important part of successful health, water, agriculture and livestock projects. As the participation of people in the group increases, the sense of ownership grows and the chance for keeping the project going increases. Full participation empowers people. Successful participation leads to ownership and community control. There are many different levels as a community moves up to full of participation and control of a project.

*What an old man can see sitting,
a young man cannot see standing*

• Cameroon •

Objective: To discuss the stages of community participation.

Materials: A poster of the Ladder of Participation. Five copies of blank ladders and an envelope with the eight steps on separate pieces of paper for each group.





In the large group ask people to give examples from their own experience of different types of participation. Write the examples on poster paper. When you have several listed ask how they are different? What happens as a result of the different types of participation? Which types of participation allow people to be more in control of the process? Why?

Explain that there are many such "ladders" used by organizations, government and projects. Some ladders have more steps and some have fewer steps or different steps. Participation, involvement and control of people in a process or project increases as you move up the ladder.

Form small groups and provide each with a copy of a blank ladder and eight steps. Ask them to discuss each step and decide the order from least to most participation. Provide several blank papers so they can make additional steps if needed.

In the large group have one group present their ladder. Have other groups say how their ladder is different, giving reasons why they chose another order. Discuss until agreement is reached on the order and items.

*Cross the river in a crowd and the
crocodile won't eat you*

• Madagascar •

Summarize by asking what they have learned about participation. Note any additional steps they have added and any terms that are used differently by the group. For example, consulting can be seen as a very low level of participation or as a high level. Encourage the group to develop their own terms.

This exercise can also be followed by a discussion.

Where is your group on the ladder? How can you promote more participation? What are the barriers? What makes a difference to progress? How can a community move up the ladder to full participation?

SESSION: The Development Game

This game helps people to understand why social justice and equity requires additional efforts be made for the poor and vulnerable in a community. Even the activities meant to benefit the marginalized or poorest people can often leave them worse off than before a project was introduced.

Objective: To appreciate the inequity experienced by the poor.

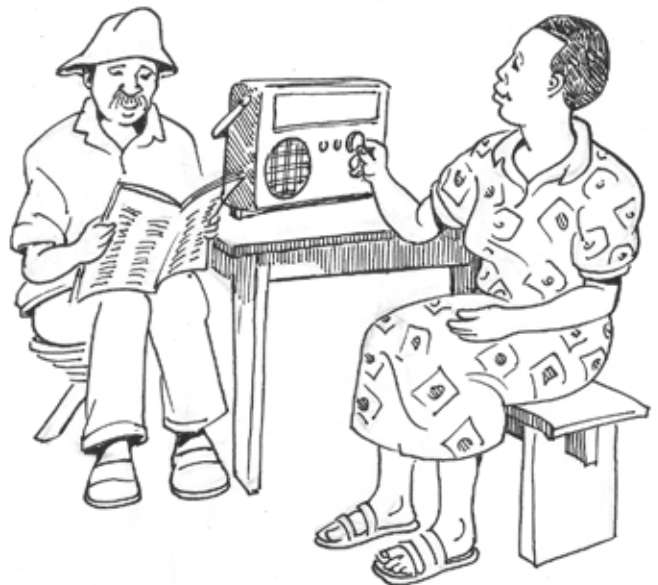
Materials: 40 coloured cards: 4 red (10%), 8 green (20%) and 28 purple (70%).

Hand out cards randomly. Explain that you are a development worker bringing three projects to this community. Participants represent local farmers. Read the descriptions for each colour. A step forward in this game means your situation has improved. A step backward means you have further hardship.

Red You belong to a rich farming family. Your father owns two homes; one in this village and one in the capital. You went to school in the city and have returned home to help run the farm.

Green Your parents have a small farm. Your mother is non-literate but your father can read and write. You went to school and helped raise goats. Your family owns a radio. Your uncle works at the local health centre, so you were immunized. Your family has a vegetable garden and a cow.

Purple You and your parents are non-literate and of low social status. The women were married young and now have many children. The men work in other people's fields. You take care of your tiny garden plot in the early morning and late evening.



*When a lion enters your village,
you must raise the alarm loudly*

• Buganda •



Project 1 Farmer Training and Seed Distribution

Training for farmers is offered. Improved seeds will be distributed to all participants.

- Red** You offer to rent your fields. You attend the training for free (one step forward) and receive income (second step forward).
- Green** After seeing the notice you sign up and receive seeds (one step forward).
- Purple** You cannot read the notice. You do not own a radio. You do not hear about the training and do not attend (one step backward). You used to sell a few vegetables from your plot, but now you cannot compete with the improved seeds so you lose income (second step backward).

Project 2 Community Water System

A community meeting is called to discuss a new water system. The project will give the pipes if community members provide the labour.

*He who has tasted honey will
return to the honey pot*

• Swahili •

- Red** You take a lead role in the meeting and give money to help your community (one step forward). After the system is built, one tap is placed on your property (second step forward).
- Green** You help with construction. You encourage your neighbours to help. A tap is placed only five minutes walk from your home (one step forward).
- Purple** You don't have time to work on building the system. You do not get a tap (one step backward). Your family uses the dirty water from the stream and gets sick (second step backward).

Development

Project 3 Literacy Classes

A literacy class is starting in your village mainly to help the Purples.

- Red** You are hired as person to help (two steps forward).
- Green** You send your mother to literacy class so she is no longer cheated in the market (one step forward).
- Purple** The men cannot come because they have to work in their plots after work. The women cannot come because they have too many small children and one child is often sick (two steps backward).



Debriefing: The most important part of the game is the discussion at the end. Begin asking these questions while the participants are still standing in place. What happened? Would the Purples win if we play long enough? How do Purples feel? Was it fair? Why not? After the Purples answer, ask the Reds and Greens how they feel about it. Whose fault is it that the Purples did not participate or benefit from the projects? Who are the Reds, Greens and Purples in your community?

The game shows why development projects need to focus on poor and marginalized people (the Purples). It is not because the Reds and Greens are less valued or even less deserving but because of social inequality. Their position is such that special effort is needed to make sure that they are able to gain from opportunities.

*When you lay a trap you need to
keep check on it*

• Ankole •

Adapted from Karen and Ron Stoufer, Footsteps 75, 2008



SESSION: Build with What You Have



Putting cooperation into practice is difficult. Rather than talk about it we are going to practice cooperating and see what we learn.

Objective: To discuss the importance of cooperation and communication in teamwork.

Materials: Fifteen different items (for example), pieces of cloth, bottles, sticks, string, pipes, tools, coloured paper) in a box for each group.

Divide participants into groups of five. Provide each group with a box of assorted items. Instruct the groups

*When spider webs unite they can
tie up a lion*
• Ethiopian •

to construct a building. They have 15 minutes to construct a building. They must work in silence. They may not write notes but must find other ways to communicate with each other. They can add anything they find around. A prize (such as a box of cookies the group can share) will be provided for the most creative building.

Ask the participants to go around to all the buildings. Do they recognize what has been built? Take a vote for the winner by clapping. Participants may not clap for their own group.

Debrief: What helped cooperation in your group? What hindered cooperation? Were there times you felt frustrated? Why? What could your group have done to help you work better in the group? What did you learn about cooperation? Did leadership emerge in the group at any point? What type of leadership was helpful? When did the aim of the group become clear? What effect did this have on cooperation? Do these things happen in real life? How? In what ways can these difficulties be overcome?

SESSION: Stages of Self Reliance

Self reliance is having confidence in yourself, knowing that you are able to do the things that will sustain you in the future.

Objective: To identify and discuss the steps in becoming self reliant.

Materials: Make six sets of statements. Print each statement on a strip of card.

- Conflicts divide community.
- Community carries out plans made by outsiders.
- Community has ideas but does not describe them to outsiders.
- Community works together to name the problems, put them in order, and decide the action needed. They call on outsiders to assist.
- Community discusses plans with outsiders but put what they consider most important, last.
- Community meets to discuss what they think is most important with outsiders.
- Community calls outsiders to assist them to identify problems and search for solutions.
- Community does not meet regularly.



*Do not look where you fell, but
where you slipped*

• Africa •

Provide each small group with a set of the eight statements in an envelope. Ask them to discuss each one and then put them to put in order of increasing self-reliance. When they are finished, have the groups compare their results. If there are major differences, ask the groups to give their reasons.

Self-reliance means a group is ready and able to move ahead to plan and make decisions. Ask the groups to list the characteristics of a self-reliant community. To be self-reliant a community needs to be united, trust each other and have a strong, dependable and committed leadership. These characteristics do not appear naturally. It is the role of health volunteers to help communities to develop these characteristics.

SESSION: Dependent or Self-reliant



Self-reliance is required for development. It usually involves connections with others both inside and outside the community.

Objective: to appreciate characteristics of self-reliance.

Materials: Prepare five sets of a comment that has been used in the workshop such as: "Development is a process of enlarging people's choices. Without acquiring the skills, assets and freedoms necessary to realize their full potential people can not become empowered." Write each word on a separate piece

*The greatest and sweetest Marule
trees grow out of only a single
little stone
• Sindabela •*

of paper, mix the pieces up and put them in an envelope.
REMOVE two important words. Keep them with you.

Ask each small group to name an Observer. Observers do not take part in putting the statement together. Give each group an envelope containing the words. Ask them to form a statement from the words. Do not tell participants that two words are missing. Stop when they have completed the task or given up.

The exercise is about what the groups do when they discover the lack of words.

Debrief: Ask the Observers to describe what the groups did. Ask the group, "Why did you do that?" "Why didn't you ask others?" Ask the group to consider if they were a community faced with such a problem, "Would you say your community was self-reliant? Why? Why not?"

From the final question should come many of the characteristics of self reliance. Those who when faced with a problem, look around for a solution, try to find those who could help, and who are determined to find a solution were demonstrating self-reliance. Possible alternatives include writing their own words for those they think are missing or asking another group for a spare word.

SESSION: Assisting Community Empowerment

Objective: To examine sustainability.

Have someone present the case study. In small groups discuss how you would handle this. Move around to the groups. Encourage the group to discuss the reasons for and against the possible solutions. Encourage the group to separate the things they can do something about from those that need other resources. In the large group debrief the small group work. Ask questions to ensure sustainability and empowerment are understood.



Gumboots and Umbrellas Case Study

At the monthly meeting, the volunteer health team discusses the issues which have arisen over the previous month. This month, the VHT complain about the rain. They request gumboots and umbrellas. The community asks that all families be provided with bed nets at a discounted cost.



SESSION: Aspects of Participation



*Pick up your water pot and
someone will help you put it on
your head*

• Burkina Faso •

Objective: To rank key aspects of participation.

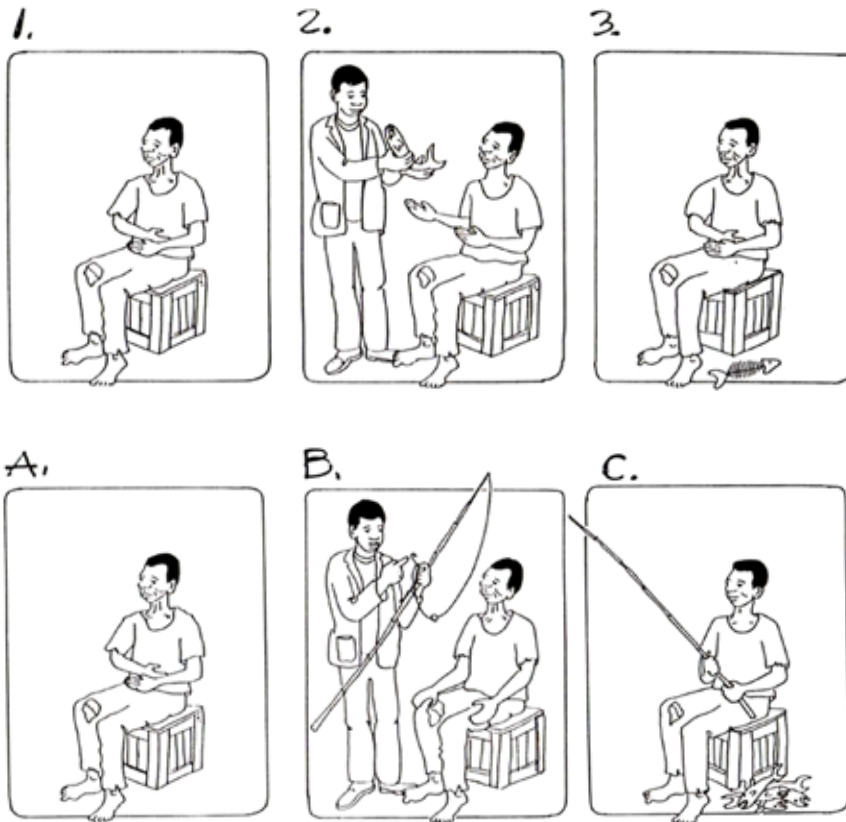
Materials: Five envelopes each with a set of the characteristics listed below printed on separate pieces of paper.

Form small groups and ask them to discuss each of the characteristics provided and then to rank them in priority order for participation. When the group has ranked them, have them join another group to compare their list. The two groups together should discuss their similarities and differences, the reasons for them and reach agreement on a joint priority list of the top ten characteristics.

Have the groups move around to each of the displayed rankings to discuss with the resident group the reasons for their ranking for the top ten. See if you can get agreement on the top three or five.

Responsible	Makes rational decisions
Creates ideas	Planning skills
Initiative	Confident of ideas
Takes risks	Repair skills
Technical know-how	Enthusiasm
Political connections	Accepts advice
Sense of humour	Saving habit
Humility	Volunteers self and material
Participates in discussion	Problem solving skills
Works well in groups	Resourceful

SESSION: Teach a Man to Fish Code



Objective: To identify and explore sustainability issues.

Materials: Copies of pictures *Teach a Man to Fish* 1, 2, 3 and A, B, C for each group.

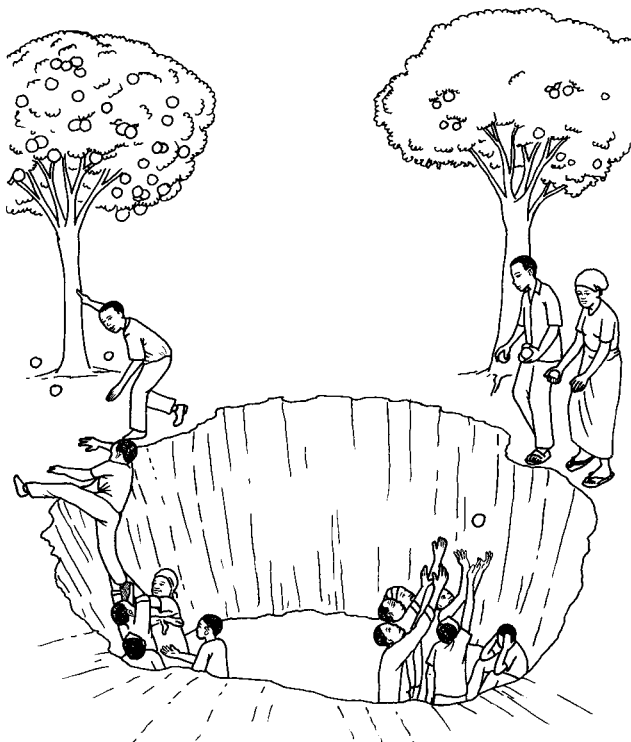
In small groups of three or five people, hand out a copy of the picture of *Teach a Man to Fish* 1, 2, 3. Ask them to discuss what they see. In the large group ask them to tell you what they have seen. You may need to probe until everyone has determined that the man was hungry, received a gift of a fish and after eating the fish was still hungry.

*To try and fail
is not laziness*

• Sierra Leone •

Now hand out a copy of picture of *Teach a Man to Fish* A, B, C. Ask them to discuss what they see and compare it to 1, 2, 3. In large group, ask someone to explain what they have seen, what it means and how does it relate to their work. You may need to probe until everyone has determined that the man is hungry; someone has given him a fishing rod and taught him how to fish and now he is providing many fish for himself and is no longer hungry. Ask, what does this story tell us?

SESSION: Pit of Ignorance



Objective: To discuss the importance of self reliance.

Materials: Copies of pictures the Pit for each group.

Hand out pictures of the pit to small groups. Ask them to discuss what they see. In the large group ask, "What have they seen? What does it mean?" Ask if needed, "What is happening in both groups? What about the fellow with his hands on his head on the right? Which tree has more fruit? How do they feel about the situation? Does it have relevance to their group?"

SESSION: Lighting the Fire



Objective: To discuss the importance of self reliance.

Gather outside. Ask the group if we can prepare a fire in two minutes. After initial confusion, some participants will run off to collect what is needed. Soon a fire is burning.

Debrief: Where did the resources to build the fire come from? Did anyone help to maintain the fire once it was burning? Who could maintain the fire of development in our areas? What resources are available? Are there other groups able to provide leadership or support (the stones)? Are there members of the community who are not here who should be part of the process? How can we involve them? Was it the "rich" or the "poor" who were most useful in getting things done? Those who keep the fire burning are the mobilizers. They need to be honest, trusted, have the time and energy available, to have a desire to bring change and to be willing to work free of charge.

It is easy to get a fire started. Many of the needed resources are right close by. It is much harder to make sure it keeps burning.

Development

SESSION: Secret in a Box

Objective: To appreciate that information affects our ability to act.

Materials: Blindfold, cardboard box with about 15 items, bag of gravel, chalk, flowers, leaves, coins, pen, bottle tops, string, candle, bottle and exercise book.

Fill a large cardboard box with different items. Instruct each group about what they may do.

Group A—only walks around the box.

Group B—can only pick up the box, smell and shake it.

Group C—can blindfold one person who can put their hand inside and feel the objects inside without taking them out of the box. Others must not look inside.

Group D—can take out the objects one at a time and describe them.

Ask each group in order from A to D to do their task in front of the whole group. After each group is finished have them say what they think is in the box being as specific as they can about colour, shape, etc.

What happened? What was each group doing? What did you notice?
Why did Group A know so little about what was contained in the box?

What helped each other group to understand more about the box?

If the secret in the box is all the important resources and knowledge contained within our local area, who knows most about the secret? Who knows least?

Who knows best about what is available within our local area? Who is best able to use this knowledge? Who do we usually think of as most important? Does this exercise make us question our attitudes about this?

*Plenty sits still,
hunger is a wanderer*
• Zulu •



SESSION: River Code

*One camel does not make fun of
another camel's hump*

• Guinea •

Objective: To appreciate the importance of helping ourselves.

Materials: String or chalk to mark the river edge, paper shapes for the island and stones.

In advance ask three participants to practice the mime without words. A woman stands on one shore looking across the river.

Another person joins her, indicating he would like to cross the river. The woman by gestures shows him how to step on the stones and encourages him by leading him, but he insists on being carried across. The woman struggles to carry him piggyback. When she reaches the island in the middle, she puts him down, exhausted. He refuses to move forward. The woman returns, but the man refuses to come with her.

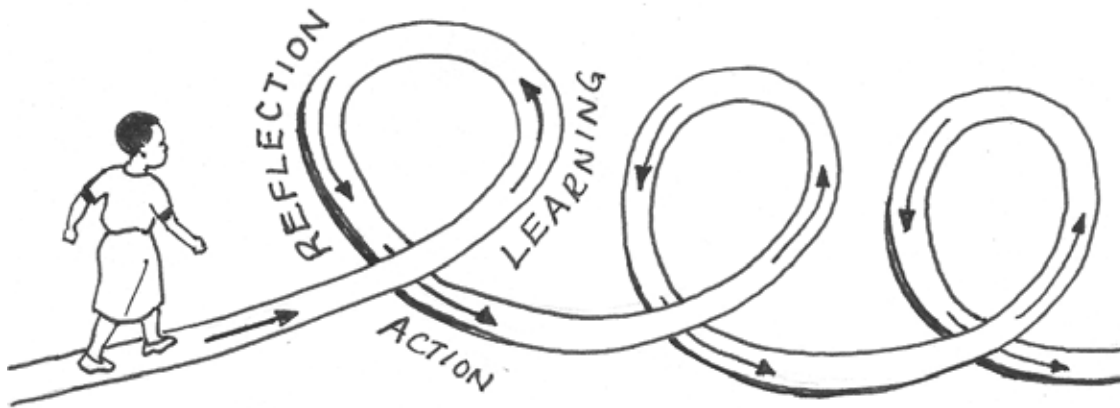
Another person comes along and wants to be carried across the river. This time the woman insists he walk by himself. She offers to guide him until he is confident. They reach the middle and rest, then continue on their way. They move across to the other side. By the time they reach the far side, the second man is managing by himself. The first man, who is still stuck in the middle, waves to them but they are talking and laughing and do not see him.

Debrief: How do you feel about this code. What is happening? Who do these people represent? Does this happen here? What are the risks of doing too much for others? What are the risks of not doing enough for ourselves? What does this code teach us?



SESSION: Creating Change from Learning

To create change in our lives from the new things we learn, we need to discuss them with others and also spend time thinking about them by ourselves.



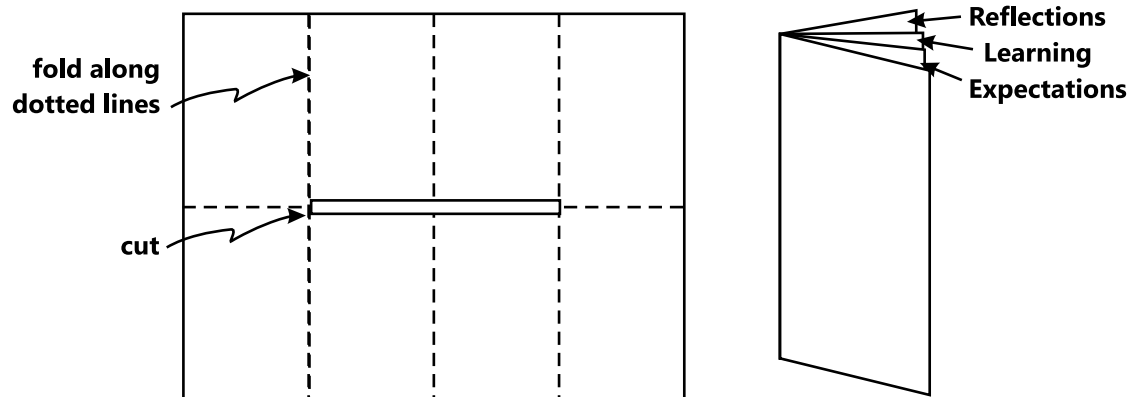
Thinking about things is called reflection. Each loop of the learning, reflection and action cycle moves us forward in the process of creating change in our lives from learning. To move new learning into action we need to spend some time reflecting. Reflecting is thinking about something. Considering how it might affect us and what it might mean to us. Reflection helps us go deeper. We can encourage ourselves to reflect by writing things in a journal. Writing in a journal helps us to include new learning. We can connect what we learn to what we already know and reflect on what it means. If we write down an idea or thought when we hear it, we can return later during some quiet time to think about it. When we take the time to reflect on new learning we are more likely to take action on it.

Objective: To make a small field journal to practice reflection.

Materials: Sheets of paper and five pairs of scissors.

Make a small booklet by folding a piece of paper in half lengthwise. Then fold it into four equal parts. Make a cut in the middle fold from the first to the third fold.

Making a Diary



Have the participants draw a picture on the front page and write their name. Then they can label the pages at the top with Expectations, Skills, Info, Can Use, Feeling, Energizers and Action. If the booklet is made during the introduction to the workshop you can have them write their Expectations on the first page and turn them in. After the facilitators have recorded their expectations, the field journals are returned to them. At the end of the workshop you can ask them to check to see if their expectations were met.

*A fool is thirsty in the
midst of water*
• African •

Encourage participants at various points during the workshop to write notes in the appropriate pages in their diary. This will start the habit of writing down and reflecting on important aspects.

Have participants form groups of three people to talk about when they reflect, what encourages them to reflect and times when they have noticed that reflection has helped them move something into action. In the large group ask for several people to share what they discussed in the groups.



SESSION: Social Network Map

Objective: To appreciate the role of relationships.

Materials: Paper, coloured pencils.

Display a poster with an example of a social network map. The name of the person is placed in a circle in the centre with the people in their network radiating out from them. Name each person in your social network and circle them. The size of the circle denotes how important that person is to you. The distance of the line to the person shows how often you connect with the person.

You can join the lines to the centre with different colours to denote the kind of relationship. For example friends, family, work, neighbours, etc. Your parents may be represented by large circles a long way from you while neighbours may be represented by small circles very close.

*Evil enters like a needle and
spreads like an oak tree*

• Ethiopia •

Have each person make their own social network map. When they have completed their map, have them form groups of three. Each person will tell the others about their social network and any insights they may have as a result.

In large group ask, "What have you noticed in making your own social network? What can cause a person's network to change? How does this assist us in our community work? What insights into their social network did anyone have?"



SESSION: Johari's Window

We warm to people who are more open and share personal information with us. Others trust us and are open and willing to tell us about themselves, if we tell them about ourselves. Regular, positive responses, and a willingness to reveal personal feelings helps us to open up our public self. We then make the other windows smaller over time.

Objective: To increase our self awareness by sharing with others.

Materials: A poster of Johari's Window. An overlap that can be attached with Velcro showing the *Public Self* enlarged when the other windows are smaller.

Display the poster of Johari's Window. In the large group, discuss each of the windows with examples of parts of our *Public Self*, *Hidden Self*, *Unknown Self* and *Blind Spots*. The *Public Self* contains things that are openly known and talked about—and which may be seen as strengths or weaknesses. This is the self that we choose to share with others. The *Blind Spot* contains things that others observe that we don't know about. They can be positive or negative behaviours. They affect the way that others act towards us. We can learn more about ourselves by listening to the feedback others give us thus decreasing our *Blind Spot*. The *Unknown Self* or unconscious, contains things that nobody knows about us—including ourselves. This may be because we've never exposed those areas of our personality, or because they are buried deep in the subconscious. The *Hidden Self* contains the private parts that we know about but keep hidden from others.

	known to self	unknown to self
known to others	My Public Self	My Blind Spots
unknown to others	My Hidden Self	My Unconscious Self

Johari's Window

Personal Growth

Ask participants to draw their own Johari Window with examples of the information in each pane. For example, in *Public Self* they could list things that are generally known about themselves—hobbies, etc. In *Blind Spot*, they could identify the feedback they would like to receive about their behaviour, mannerisms, etc. The *Hidden Self* might include aspects of themselves that they have not told anyone before, but they might be willing to share during a one-to-one or small-group session. The *Unknown Self* could include areas that they would like to explore in a counselling session or with the help of the group—their future, how they would react in a particular situation. Have them share their Johari's Window in groups of three.

In the large group, demonstrate on the diagram how decreasing one area can increase the *Public Self*. This can happen when we get feedback which decreases our *Blind Spot* or when we reveal something personal about ourselves to others.

Energizer

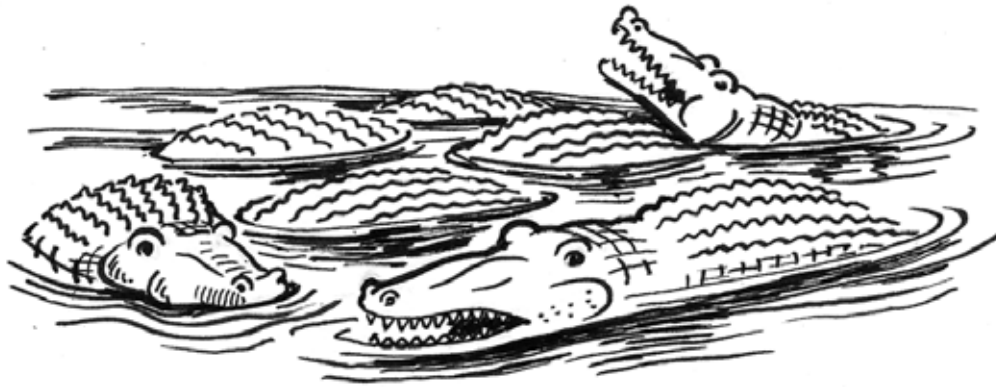
Perspectives with m

When we look at things from a different view, we see different things. Our view is important as it also determines our attitudes. If we want to understand others, we need to see things from their view. As our lives are different, we often have different views.

Have four people stand or sit on the four sides of a large drawing of a rounded m on paper. Ask each person to identify what they see. You will get four different answers – e, m, w, and 3? Why does everyone see a different thing? If people have difficulty, have them move to another side of the diagram.



SESSION: Crocodile River



Consensus is a process used in groups to ensure that all members agree with the final results. Each person needs to make their own ideas known to the group and listen to the views of others but try not to debate or argue. In consensus you do not vote, trade votes or average results. To reach consensus means that everyone can live with the result.

Objective: To demonstrate use of consensus.

*Choose your neighbours before
your house and your companions
before your journey*
• Africa •

Materials: Flannel board, felt pieces.

Tell the Crocodile River story using a flannel board. Form participants into small groups. They have 30 minutes to rank all the people in the story from best (1) to worst (5) based on their behaviour. They are to follow consensus, listening to each other and giving their reasons.

If you wish you can interrupt the group discussion in about ten minutes and offer to respond to one question each group has about the story. Usual questions are:

What was the deal between Abby and James? A good response is that Abby reminds James of his daughter who recently died. He says that he will take her across the river if she agrees to sail around the world with him when he returns down the river. This will mean a trip of about one year.

Is Jo a man or woman? Jo is a woman.

Has Fred ever tried to get across to see Abby? Fred and Abby have been in this relationship for several years. They are always fighting and breaking up. Fred came across the river about a month ago and when he and Abby fought, he asked Peter to take him home. Peter told him then that this was absolutely the last time he was going to do this. The facilitator can make up answers to other questions asked.

Debriefing: How do you feel about this exercise? What was most difficult? Did you feel other group members listened to you? Did you have to listen carefully? How did you convince people? Does it make a difference if Jo is a woman? Why? What are the steps to use in reaching consensus? Can you use this method in your village?

Crocodile River

This is a story about five people who live near a wide river filled with crocodiles. The crocodiles are dangerous and always hungry. No one who has fallen in the river has ever been seen again.

Abby lives on one side. Abby is in love with Fred who lives on the other side of the river. Abby wants to get across Crocodile River to see Fred whom she hasn't seen in a while, but she has no boat. Abby asks Peter, who has a dugout canoe and sometimes takes folks across.

Peter replies, "It's not my problem". Abby is hurt and begs Peter saying, "I'll clean your hut. I'll cook for you, if only you'll take me to across to be with Fred." But Peter again says, "It's not my problem."

Worried, Abby goes down to the river and tries to think of another way to get across. She thinks of building a raft, but there is no wood. She knows nobody with a boat on her side of the river. Then she remembers that once a year James, who has a motor board, comes up the river. She sits by the river for weeks waiting for James. Finally one day she sees James in the distance.

Abby begs James to take her across the river. James asks, "What will you do for me?" Abby says she will cook and clean for him. James says, "I don't need a cook, but you seem desperate. Come to my cabin and we will work something out." Abby goes with James to his cabin and they strike a deal. The next day James takes Abby across the river.

Abby runs to meet Fred. They hug and Abby says, "You won't believe what I had to do to get across the river to see you." Fred pulls away and says, "What did you do, Abby?" She tells him about the deal she made with James. Fred roughly pushes her away. "You did WHAT? Go away. I don't want to see you ever again."

Abby is heartbroken. Weeping and wailing she goes to see her friend Jo (avoid pronouns that indicate the gender of Jo). Jo is a well known karate expert. Jo is angry on hearing Abby's story. Jo finds Fred and beats him up (use karate sounds and gestures).



SESSION: Conflict Resolution



Conflict is a normal part of life. Many of us see it as negative and do not feel equipped to deal with it effectively. More understanding about conflict increases the likelihood of dealing constructively with conflict situations.

Conflict is healthy, as it represents a willingness to look at new ideas and new approaches. It is certain because we have different needs, different views, different interests, different values and different concerns.

*Conflict is inevitable
but fighting is a choice*

The use of conflict resolution skills can increase our ability to respond effectively and confidently. It can strengthen relationships. The key to effective conflict resolution is the belief that conflict is a natural and certain part of life. It is mainly our response to the conflict that determines whether the situation will have good or bad results.

Objective: To discuss four approaches and four assumptions about conflict and develop "I" messages.

Materials: Thirty five pictures showing aspects of conflict; posters of four assumptions; Cooperation graph and handouts of old/young lady; Emotion faces.

Spread out pictures on mat. Ask participants to choose one picture that shows an aspect of conflict to them now. What trends do you notice?

Ask, "What does conflict mean?"

Show the drawing of a young/old woman. Ask what people see? Ask if anyone sees an old woman.



Personal Growth

Opinions are important in conflicts. People who look at the same thing do not always see the same thing. There are two things to note about viewpoints. We don't all see the same thing when we look at something. Also, we can't see both the old woman and the young woman at the same time. You have to let go of your idea of the young woman in order to see the old woman.

Put up the poster of the four assumptions and explain each one in turn.

Put up the poster showing the parts of the "I" message. Explain the three parts of an "I" message and give two examples.

- 1 When – then describe the specific behaviour.
- 2 I feel – then describe your feeling in words without laying blame.
- 3 Because – then describe the results of the behaviour. Try to clarify exactly why this specific behaviour disturbs you. Men and often women have difficulty identifying words for the feeling, so here are some examples of possible feelings.

Explain that "I" messages are assertive, lower the tension, and can stop the conflict from increasing to violence. They help to separate the person from the problem. "You" messages raise pressure and tension, blame, threaten, order, put down and/or make other person feel guilty.

Four Assumptions

- 1 Conflict is OK**
- 2 People can solve their own problems**
- 3 Reconciliation is possible in a variety of situations**
- 4 There can be WIN / WIN situations**

If I had a formula for bypassing trouble, I would not pass it around. Trouble creates a capacity to handle it.

• Oliver Wendell Holmes •

For example: Rather than say, "You are so irresponsible" or "You make me mad." say, "When you arrive late, I feel frustrated because I find it difficult to make last minute plans for the meeting." In effect you are taking responsibility for your own feeling. "I" messages disarm others and sink in. Often after a half hour of argument, the other person will say, "Did you really feel that way?"

Example 1 You feel you are asked to do too many things around the office. Whenever something needs to be done that doesn't fit into a job description, it ends up on your desk. You are already staying overtime to get things done. Today, two people ask you to do them a favour and you have a hard time saying no, so you agree. Now at the end of the day, Joan has come up to you and asked you to do something she could have easily done. You respond.

Example 2 "You are not pulling your fair share around here."

Example 3 "You never take what I say seriously."



SESSION: Cleaning the Mirror

This exercise provides a way for participants to reflect on leadership. The relationship between a mirror and its reflection is similar to the relationship between a leader and the followers.

A leader needs to consider the ability of those under him or her. It is hard to be a leader, but it may be even more difficult to be a follower. If a leader is not aware of her followers, they may not be able to follow her. A leader needs to be able to provide a good example. Before starting this session demonstrate how a mirror image works.



Objective: To experience how the behavior of a leader affects followers.

Have participants make two lines facing each other. Ask them to pretend there is a big mirror between them. Participants on one side are to clean the mirror in front of them. Those facing the cleaners act as the reflection and copy each movement. Demonstrate how if the person washes with the right hand, the mirror moves the left hand. Ask them to begin slowly and watch how your reflection is managing. After three minutes reverse roles so that the cleaner becomes the reflection and the reflection becomes the cleaner.

*Rain does not fall on
one roof alone
• Cameroon •*

Debrief using the following questions.

- How did you feel when you were the reflection? How did you feel if you saw your reflection copy your movements incorrectly?
- Did you try to simplify your movements when you were cleaner? Why?
- What did you notice when you were the reflection?
- Was it hard to be the reflection? Why? What made it harder or easier?
- Did you say anything?
- While you were cleaning the mirror, did you think of your reflection?
- Was it easier to be cleaner or the reflection?

SESSION: Blindfold Walk



As leaders, we want people to follow us. As followers, people may not know what we are trying to do at the beginning. We can get annoyed and frustrated at the followers slowness to participate. We need to communicate with them often and work in ways that make them trust us. We need to go slowly and help them to follow. So it is very much like taking someone on a blindfold walk.

Objective: To experience the challenges of being a leader and a follower.

Materials: Cloth blindfolds for half the group. Outside, have participants pair up. Give one person in each pair a blindfold. They are not allowed to talk. The other person leads them around, correcting the pace, making sure the blindfolded one is safe and comfortable. Then they change roles and the other person is blindfolded.

Debrief, asking how they felt when blindfolded. How did you feel about the person leading you? Did you trust the person leading you? What did you do if you were not sure of what was happening? What made it easier to follow? How did you feel as the leader? Did you look for the easy way or the difficult way to pass? Did you help the person all the time or did you leave him to make his own way sometimes? How did you try to get his trust? What did you do to make it easier or more comfortable? Did you find a way to communicate to your partner so they were aware of obstacles or steps? Did you find a way to encourage your partner? What did you learn? How can this be applied to leadership?

All is never said
• Ibo •

As a leader, try to explain very carefully beforehand. Continue to explain when there are questions or doubts. Build up trust in the community. Be sensitive to the people you are leading. Give them your constant attention. At the beginning do not expect them to do difficult tasks. Try to find the easiest way to carry out any task.

Energizer

Who is the Leader

Have a volunteer leave the room. On return they must guess who the leader is. Appoint one person the leader. Appoint two assistants to the leader. The leader starts some activity such as waving their hand. The two assistants watch the leader and copy their action. The rest of the group watches the two assistants but avoid looking at the leader. Invite the volunteer in and while the leader is leading movement, have them try to guess who the leader is. Ask, what does this exercise teach us about leadership?

SESSION: Supportive Supervision

The supervisor's role is to ensure that the work is done and done well, and also to help their workers to grow in their commitment and skills in the job. This will help them to become motivated to do their work well. Workers need to have a clear understanding of their role, confidence in their ability to do it, understanding of the roles of others and knowledge of the goals of the work. A good relationship with a supervisor allows workers to discuss their successes and to receive feedback about areas in which to improve.

Helping workers to be self motivated is a product of supportive supervision. It means providing a lot of encouragement for workers through positive feedback. Rather than focusing on what they are not doing well, a supportive supervisor notices what they are doing well and tells them. Then the supervisor makes plans with the worker to improve in other areas. The supportive supervisor makes sure the goals are possible and returns regularly to follow up with the worker. A supervisor needs to recognize that each worker is at a different stage and to start from that stage.

The idea is to create a feeling that: a) the person is skilled and able to improve; b) you are watching and supporting her; and c) step by step she can and will improve.

Objective: To develop an style of leadership that builds confidence in your workers.

Materials: Poster of Steps of Supportive Supervision.

Put up the poster Steps of Supportive Supervision. Explain the steps. Have each person identify two volunteers they work with. For each volunteer they will think of a situation and give one positive feedback and one suggestion for improvement. In groups of three have each person discuss the situation and why they selected the feedback they have. In the large group ask for a few examples from the groups.

Steps of Supportive Supervision

- Start where the worker is now.
- Identify what the worker does well.
- Provide feedback on what he does well.
- Build a feeling of confidence and achievement in the worker.
- Give the worker one or two specific suggestions on how they can improve.
- Return regularly and follow up on the specific suggestions each time.



SESSION: Group Drawing

Objective: To experience some features of working in groups.

Materials: Paper and coloured pencils.

*He who cannot dance will say
the drum is bad*
• Africa •

Make groups of six at a table. Each person has a blank piece of paper in front of them. Talking is not allowed. Instruct them to draw something on the paper and write their name in the lower right of the picture. After three minutes, everyone passes their picture to the person on the right. Now everyone draws on the picture in front of them. After three minutes they again pass the paper to the person to their right. End the exercise when everyone has their original paper in front of them.

Debrief asking first about feelings. How did it feel to have someone draw on your pictures? What if they added something you didn't want on your pictures? What if you didn't like their drawing? Then ask about results? Did the others' drawings always add to your pictures? Is the final result better or worse? How did they feel when adding to someone else's drawing? What would help their group to improve the original drawing? What does this exercise teach us about group work.

When we want others to work with us, we need to ensure before we start that we are all working on the same thing. We need to be tolerant of others. It helps to communicate frequently and in detail.

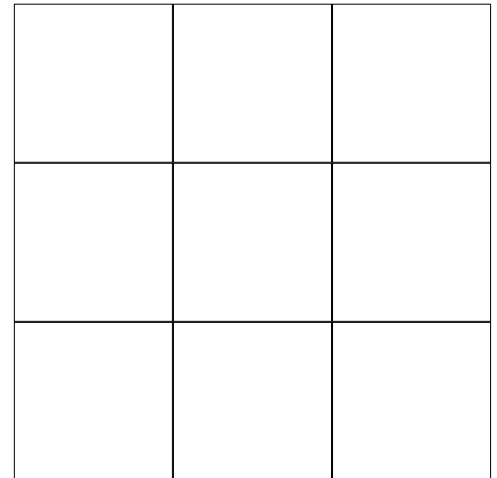


SESSION: Count the Squares

This is an exercise about why we work in groups and why it is important to be able to communicate when we work in groups. Many large companies have their employees work in groups rather than alone for many reasons. Group work inspires creativity. It makes us better able to solve problems. It makes us more productive, is more fun and produces better results. It can also take more time and requires development of skills such as communication.

Objective: To appreciate the reasons for working in groups.

Materials: A poster of a large square divided into nine smaller squares.



Display the diagram of squares. Ask people to write down the number of squares they see on a piece of paper. In the large group ask how many squares everyone saw and write the number down.

Ask them to join with two others and agree in the group about how many squares there are. When all the groups are done, have two groups join to form a larger group of six and agree about how many squares there are. Next have two groups of six join to agree about how many squares there are.

Now ask how many squares they see? Write down the numbers.

Ask, "What happened when you worked in a group? How did you let others know how many squares you saw? Why did you change the number of squares you see? What does this exercise tell us about working in groups and communication?"



SESSION: Jigsaw Cows

Objective: To appreciate the importance of cooperation in a group.

Materials: Cut six pictures of different coloured cows into five pieces.

Ensure you have the same number of pieces as participants. Give each person gets one piece of a cow. Each person needs to find others with pieces of the same cow and fit them together in a picture. Remove one piece from one of the cows and put it in your pocket. All groups except the one missing a piece will finish quickly. The group missing a piece may struggle for a long time and ask others for help. Eventually they should find the piece in the facilitator's pocket and can fix their cow.

*If you are not thankful your
blessings will stop coming*

• Bunyoro •

Debrief: What were you doing in this game? Why did some groups finish early? How did the other group feel when they could not find the piece and when they found it in the facilitator's pocket? How do others feel if one person fails to make any contribution in a meeting or a work project? What are the results of some people contributing nothing? What can we do to prevent this happening in our group?



SESSION: Knotty Problem

Objective: To demonstrate that people can solve their own problems.

Select one or two participants to act as consultants (experts). They are asked to leave the room while you instruct the rest of the group. Ask the remaining participants to hold hands in a circle and not let go. Have them tie themselves into an tangled mass by stepping over and under each other's arms but they must keep holding hands. When they are tangled sufficiently call back the consultant. She gets three minutes to untangle the knot made, making sure they continue to hold hands. Sometimes the first attempt is unsuccessful and may even produce a more complex knot. After three minutes have passed ask the participants to get out of the knot by themselves still holding hands.

*When one sets a portion for
oneself, usually it is not small*
• Ethiopia •

Debrief: What does this exercise teach us about outsiders? About insiders? What does the game imply for making possible participation in community development?

SESSION: Broken Squares



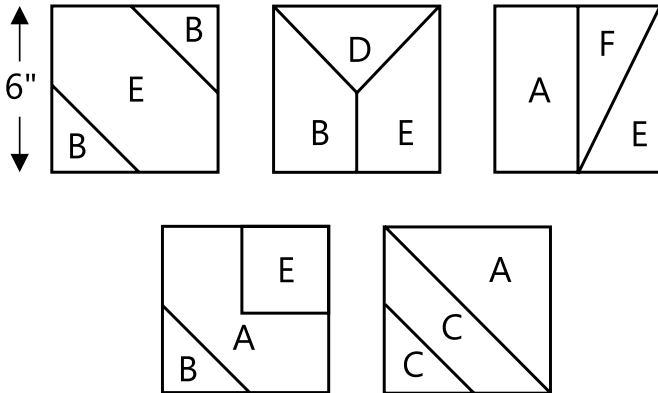
Working in teams increases productivity of groups, provides social encouragement so we enjoy ourselves more and results in more creativity. Groups are important because when we get to know and work closely with people, we can grow personally.

Group members can help us by providing feedback. Most of us over-use a few behaviours. Groups provide us an opportunity to practice additional behaviours so we can develop a wider set of behaviours to use. Groups can provide us with

encouragement and support when we first try out new behaviours.

Objective: To experience how our own behaviour affects others and team work

Materials: Prepare broken squares from stiff cardboard in advance as seen in the diagram. Write letters on pieces in pencil. Put all A in one envelope, all B in another envelope, etc. Label envelopes so you can return pieces to the correct envelope at the end. If there are several sets, you may want to colour each set for easy storing.



Place one envelope from each set in front of each of the five people at each table. Explain the rules. When groups have understood, have them open their envelope. Have any extra people act as observers.

Rules:

- No talking or gesturing.
- Players may give a piece or pieces to someone else.
- Players may not take or grab pieces from others.
- Players may not leave pieces in the middle.
- Play is finished when there is a complete 6×6 square in front of each person.

Teamwork

Appoint observers to watch each team and spot any rule breaking.

Debriefing: After each team is finished, ask members for comments about their group. Ask the observer for comments. What assists group or team work? What interferes with group work? How difficult is it to undertake a task when one cannot talk. Ask people to think about what they could do to make their team work better?

Energizer

Form Groups of . . . Call out for participants to form groups of three, then ask for groups of six, Repeat for other sized groups, (e.g., seven, two).

Debrief asking how it felt to be excluded from a group. Did it make any difference to know it wasn't related to you? How did it feel to be pulled to join a group? Did it make any difference to know that it was because they needed another number? Did you wait to be included or did you seek out others?

Energizer

Circle of Trust. Have participants form a tight circle with each person close to the person in front and behind them. At the count of three, everyone at the same time must slowly sit down on the bended knees of the person behind them. In this way the whole group, supports each other to sit. Pregnant women need to be observers. The exercise works if done slowly with cooperation and trust in the whole group.

*There is no perfume for something
that is rotting*

• Ankole •



SESSION: Active Listening

Active Listening

- Eye contact
- Non-verbal encouragers
- Open posture
- Do not interrupt
- Rephrase
- Ask open questions
- Check understanding
- Listen for feelings

Objective: To demonstrate eight aspects of active listening.

Materials: Poster on the eight parts of active listening.

Ask two participants to prepare two role plays in advance. In the first one, they show poor active listening. In the large group, ask what they observed. Probe for all the items. Put up the poster on Active Listening. Give examples for each from the role play. Now ask the role players to provide their second role play showing all the positive behaviours. Ask what participants have seen.



Communication

SESSION: Face to Face

Objective: To appreciate the impact of small changes on communication.

Ask participants to form pairs. Have pairs discuss something personal that happened last week. One person listens and the other talks. Advise them you will ring a bell each time you give a new instruction. When a new instruction is given by the facilitator, the old instruction is forgotten. They should continue talking about the same thing. After two minutes, interrupt with an instruction every 60 seconds.

*He who talks all the time,
talks nonsense
• Ivory Coast •*

When you have completed all the instructions, have them switch roles, so the listener is now the talker.

Instructions:

- Move closer together
- Move further apart
- Only speak when touching each other
- No eye contact
- Leave pauses in the sentences
- Use no gestures

Debrief: How did they feel using these different approaches. Which was most difficult? Why? What does this teach us about communication?



SESSION: Open Questions and Rephrases



Objective: To demonstrate rephrasing and open questions.

Materials: Set of cards with brief case studies of a patient with a sick child.

Have participants pair up. Ask participants to set up an inner and outer circle of chairs so that each chair on the inside faces a chair in the outside circle. People in the inner circle are health workers. People in the outer circle are clients. One member of each pair is a health worker and sits in circle facing towards the outside. The other member, who is a client, sits opposite facing the health worker. The client is given a card with a brief case study of the problem which has brought them to the health worker. The pair has three minutes, then the bell is rung and the clients move to the next health worker to their left. When each client has seen 12 health workers, the pairs switch so the client now becomes the health worker and the health worker becomes the client.

Remind them as the health worker to practice asking open questions and to rephrase at least once with each client. At the end of the exercise each person as a health worker will have seen and practiced

open questions and rephrasing to 12 clients. Each client will have experienced open questions from 12 health workers.

Ask what advice they received was most useful? Why? Which health worker did they trust most? Which health worker did they open up with the most? Why? Was there a health worker they held back information from? Why? What did they learn about active listening?

SESSION: Line Up by Number

Objective: To demonstrate creativity in non-verbal communication.

Materials: numbers on pieces of paper, blindfolds.

Have each participant pick a number from a hat. Do not tell others the number. Have them tie a blindfold over their eyes so they can not see. They are to line up in number order without talking. Encourage them to be creative and to communicate non-verbally. Allow confusion until people are settled in a line. Ask them to open their eyes and repeat their number from one end to the other.

Debrief: How did they feel about the instructions? What did they do? How did they communicate? What frustrations did they have? Does this resemble real life?

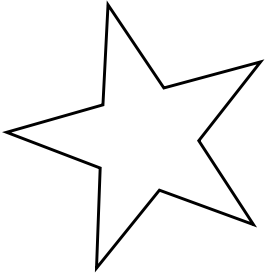
*The fig tree bears even sweeter
fruit the second season*
• African •



SESSION: Five Point Star

Objective: To appreciate and compare verbal and practical learning.

Materials: Several pairs of scissors and paper squares.



Give instructions three times as follows. First use verbal instructions only. Read and repeat each step but do not say more or answer questions. The second time, demonstrate by folding the paper as you read the instructions. Ask people to watch but go at a steady pace. Do it in the open so it can be seen but again do not say more. The third time you repeat the instructions, go around to help them. Have participants who were successful help others.

1. Take the bottom right corner of the paper and fold it to the top centre.
2. Take the right side and fold it over so that the angle made by the folded part is twice the angle of the remaining part.
3. Now fold the part you folded over in half, and take the remaining piece and fold it back over the piece you have just folded. You should now have a triangle.
4. Hold the point towards you. Take the scissors and starting from 3 centimeters from the point, cut on an angle to end 6 centimeters from the point.
5. Now open the pointed end of the paper and you have a nice five pointed star.

Have people display their "star". Debrief asking how they felt when they couldn't make the star the first time? Which instructions worked best? Why? What guesses do we make when we give instructions? How can we help people to follow compound instructions?

SESSION: Double Circle Counselling

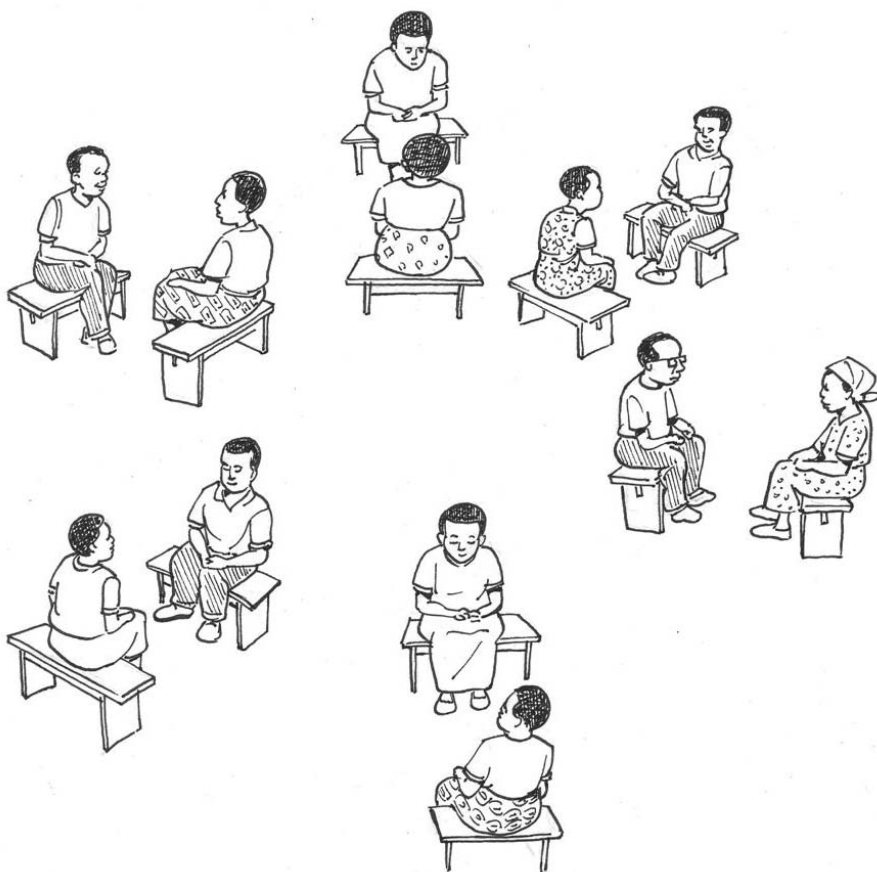
Objective: To practice active listening and feel what makes counselling work better.

Materials: Prepare a set of case studies on cards on a topic such as nutrition or growth or use a variety of topics.

In the large group provide a review of the key points of Active Listening. Post them where everyone can see them and explain any that people do not understand.

Ask participants to set up an inner and outer circle of chairs so that each chair on the inside faces a chair in the outside circle. People in the inner circle are counsellors. People in the outer circle are clients. Give each client a card with a name and a short description of why they have come to see a counsellor.

The counsellor has three minutes and should focus on listening to the client rather than providing advice. The client should respond to the counsellor based on the information on their card but should not volunteer information. The counsellor is to practice using active listening skills with each client. About half way thru through the exercise, encourage all participants to practice rephrasing their client's responses. Ring a bell after three minutes and have the clients move clockwise to the next counsellor. When all clients have seen all counsellors, have them change places so the clients are the counsellors and the counsellors are now clients. If possible, provide a set of new client cards.



*The stomach is the most difficult
container to fill
• East African •*

Explain that in this exercise each person as a client has heard from 12 to 15 counsellors about one problem. Each person as a counsellor has practiced active listening with 12 to 15 clients. Ask, "Which encounter did you appreciate most and why? What did you most appreciate? As counsellor, which client was the easier to relate to and why? Which client was the most difficult to listen to and why? Did you get better at active listening as you practiced? Did you make any mistakes that interfered with good counselling?" Ask for specific examples. The group as a whole will be able to come up with examples of the active listening points that make for better counselling.

SESSION: Learning from Community

Objective: To identify the attitudes and the unhelpful behaviours that result in poor community relationships.

Materials: Six copies of each of the pictures provided.

*He who makes a mess on
the path will find a swarm of
flies on his return*
• African •

Form small groups in the same room. Give each group a copy of the picture below and the picture on page iv (acknowledgements). Ask participants to discuss what they see happening in the picture. In the large group ask what non-verbal behaviour they see. What is the effect on people of this kind of teaching? Does this go on in our area? How can we avoid this?

Now provide the second picture to each small group. Ask them to discuss what is happening in this picture. Have them answer the following questions. You may need to write down the questions. Are we being changed by working with the community? How? Are we learning anything from the Community Health Workers and the community? What? How can we learn more from the community?

When they have had enough time to discuss the second picture, bring them together in the large group. Ask one group to answer each question and have the other groups add and comment. Summarize pointing out the differences between feelings in the first and the second picture.



SESSION: Victim Blaming

Victim blaming is thinking the person who is going through a bad situation is responsible for creating it. It is a form of judging and finding fault with a person because they are having trouble, or are sick or have experienced a difficulty. When we see someone unable to pay for drugs and think they are lazy, we are judging them without knowing their condition. There are usually many reasons why something happens, many outside our own control. The weak, the poor and the vulnerable often are wrapped in chains of linked causes that are very difficult to break. We need to make sure we do not blame them for their condition.

Objective: To identify and avoid victim blaming.

Materials: Six pictures of Fiona and grandmother's family.

Introduce with a short explanation of victim blaming. Tell the story of Fiona. In small groups in the same room provide the picture of Fiona and her grandmother's family. Ask them to discuss: What is happening here? Probe: Why is the child living with the grandmother? Have one group provide answers to the whole group. Encourage others to comment and add. Ask them to discuss in their groups what are the possible causes of this child's severe failure to grow? Have one group report back to the whole group. Have other groups comment. Ask if this could be neglect?



Ask them to discuss:

- What suggestions can a Community Health Worker make to deal with this situation?
- Again in the large group, have one group respond and the other groups comment.
- Provide a summary that links their findings with victim blaming.



Story of Fiona

During Child Health Day, you meet Justine, a grandmother who is caring for four young children, three of her own including a new baby, two months. Justine's own children look well-fed and cared for. The other child has been dropped off at her home by her elder daughter. Justine is poor and hardworking. She is annoyed with her daughter.

You notice Fiona, the four-year old granddaughter is visibly underfed with facial swelling. Fiona has only gained two kilograms in the past two years, according to her Child Health Card. Her weight is that of a one-year old. She does not smile. She cries during the visit.

SESSION: Encouraging Good Health Behaviour

*The hunter thinks the monkey
is unwise but the monkey is wise
in his own way*

• Fante •

People respond best to health education when we thank them for what they are doing well before we provide suggestions for how they can improve. Teachable moments are times when people are more open to health information. This can happen when they ask for information or when something in their life makes them ready to change. For health education to be useful and lead people to make changes, we need to start with where people are.

Bertha's Story

During a home visit with another Village Health Volunteer, you find Bertha, a mother with her eight-month old baby in a hut in bad repair. The mother has a Child Health Card, which she shows you. Her son has started his immunization and she is interested in continuing.

Her son is visibly malnourished. She says she has not introduced weaning foods yet because they have been travelling.

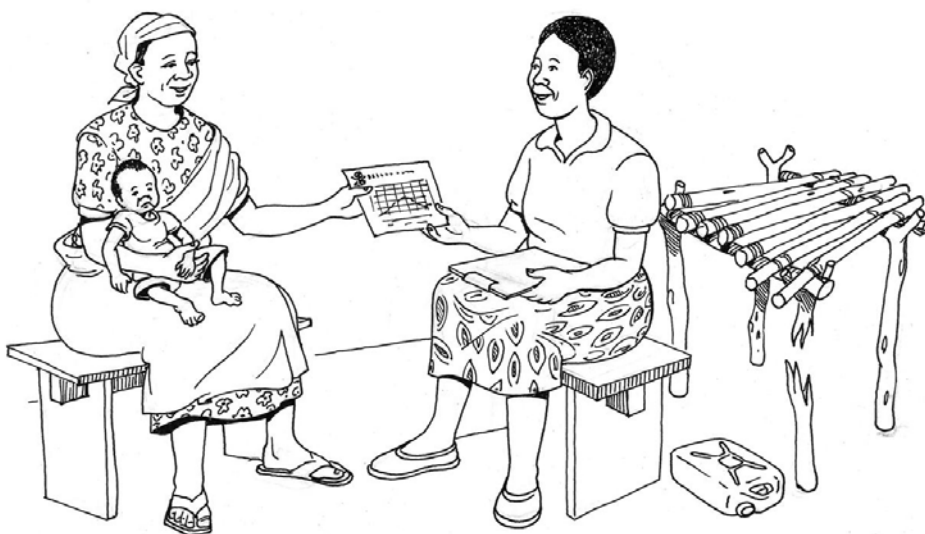
There is no pit latrine. Bertha says she uses the latrine of her neighbour. One leg of the drying rack has collapsed.

The Community Health Worker with you is annoyed. She scolds the mother about the broken drying rack. She begins to tell her she must construct a pit latrine.

Objective: To identify and use teachable moments.

In a large group have someone tell Bertha's story. Ask, "What is happening here? Does this happen in our project? As a Community Health Worker, what can you do? Is this the time to scold Bertha? What can the Community Health Worker do now? Is this a teachable moment? What is the purpose of home visiting?"

**Encouragement is
a powerful force for
change**



SESSION: Using Proverbs for Health

Proverbs are simple yet thoughtful sayings taken from long experience. Proverbs have a piece of wisdom at their centre that can be useful in a variety of situations. They can guide us. Proverbs are a useful learning tool because the listener often needs to think about them to figure out what they mean. They are like codes.

As a means of passing local wisdom about problem solving, proverbs are familiar to us and so we are comfortable with them. They are also easy to remember and to tell others.

Proverbs often describe rules of behaviour within a culture. They are also statements about the nature of the world we live in. Occasionally they make us laugh at ourselves and can thus soften our resistance to an idea. Sometimes they make us feel so strongly that we will recall what was said and the points made when the proverb was used.

Objective: To use proverbs in health education.

Do a short drama of a Community Health Worker (CHW) and a local leader or care giver discussing a health topic. Have the CHW use a local Ankole proverb to emphasize a point. Ask for a couple of examples of proverbs. Ask how you could use them in health education. Form groups of five and ask them to prepare in five minutes a short health education message that includes a local proverb. Post a list for a Health Talk and review it. Let the group choose a health education topic. To get it started you may need to provide them with a list of local or African proverbs.

Have each group present their health talk. After each talk, have the large group provide feedback for each group on what worked and what could be improved. Summarize about the use and importance of proverbs using examples and comments generated by the groups.



*Knowledge is like a garden.
If it is not cultivated, it cannot
be harvested*

• Guinea •

SESSION: Traditional Medicine



Many people visit traditional healers. Most Africans can identify many traditional herbs that are useful for healing. There are good and harmful traditional practices, and some practices that are neither good nor harmful. There may be practices we would like to see changed. If we want traditional healers to work with us and to change, we need to create a good relationship with them first.

For everyone, encouragement is the most powerful force for change. To work with traditional healers we need to seek out what they are doing that helps people and give them positive feedback about those things to create a good relationship.

Objective: To develop ways to work together with traditional healers in the community.

The day before the session, assign participants to find and bring one example of a traditional herb or treatment to class.

In groups of three, have participants describe the traditional herb they brought, where it is found and what it is used for. In the large group ask for volunteers to mention something they learned in their group.

Show a traditional medicine picture. For example a photo of a display in the market of traditional medicines or a sign advertising traditional medical services. Ask, "What is good about this? What is not good?"

When elephants fight the grass is trampled
• East African •

In small groups ask participants to prepare a role play about how to approach the traditional healer in their community. Each

group can develop their own situation or you can provide them a situation. After each role play, ask the group for comments on how to improve their approach. Ask what are two things you can do when you return to your community to create a better relationships with traditional healers?

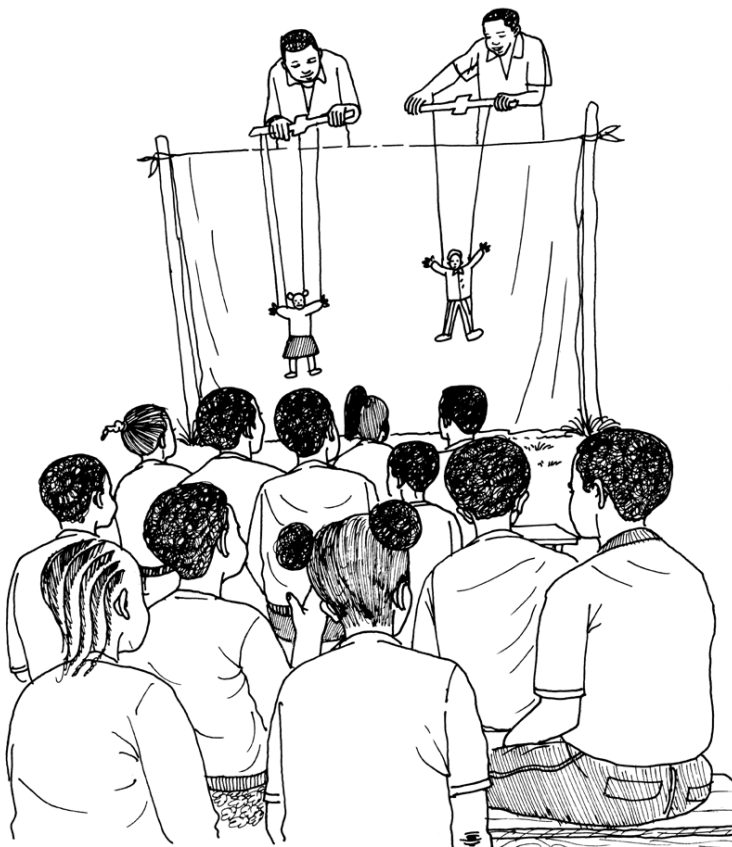


Shadow Puppets

Health education will be remembered better if it is interesting and entertaining. There are many ways to make health education interesting. Shadow puppets have been used by people since they discovered fire because they require only imagination and the shadow from a fire.

Shadow puppets can be made using the shadow from a light source such as a fire, the sun or a flashlight. It is possible to make many animal faces such as a goat, a dog or a duck with your hands. With practice you can make a few different animals and create a story about some aspect of community development.

Puppets are also a way to spread information and tell stories. Puppets can be made of local material such as banana fiber and barkcloth. They can be moved by using strings or your hands. Both children and adults are captivated by puppets. Puppets are very useful for sensitive topics such as HIV/AIDS.



SESSION: Gender Task Analysis



Sex is about physical and biological functions that distinguish males from females. Gender is about the social roles assigned to us because of our sex. They include behaviors, expectations, roles, images, and sometimes values and beliefs that are specific to either men or women. Gender roles are different in different cultures. Gendered differences—those that society links with men and women—have no necessary biological component.

Objective: To discuss how household and community tasks are distributed according to gender.

Materials: Five sets of 12 to 15 small cards showing pictures of daily household and community tasks. The pictures can include men or women—it is the task pictured on the card that is important. Include some blank cards. Pictures can include: hoeing a garden, building a latrine, carrying water, looking after a child, visiting a health centre, reading a newspaper, etc. Five sets of three larger drawings of a man, a woman, and a man and woman together.



Form small groups of five to eight people. The exercise works best if men and women work in separate groups. Provide a set of cards and a set of larger drawings to each group. Instruct participants to discuss each task shown and then decide as a group whether the task pictured is usually, in their community done by a woman, a man or both. Emphasize, they are to decide not who can do it or should do it but who usually does it. Each card is then placed under the larger drawing of man, woman or both.

The discussion about the card and where it should go is more important than putting a card in a place. When the groups are finished have them rotate to see each group's work. Participants can challenge the group as to why they placed certain tasks under one drawing.

Gender

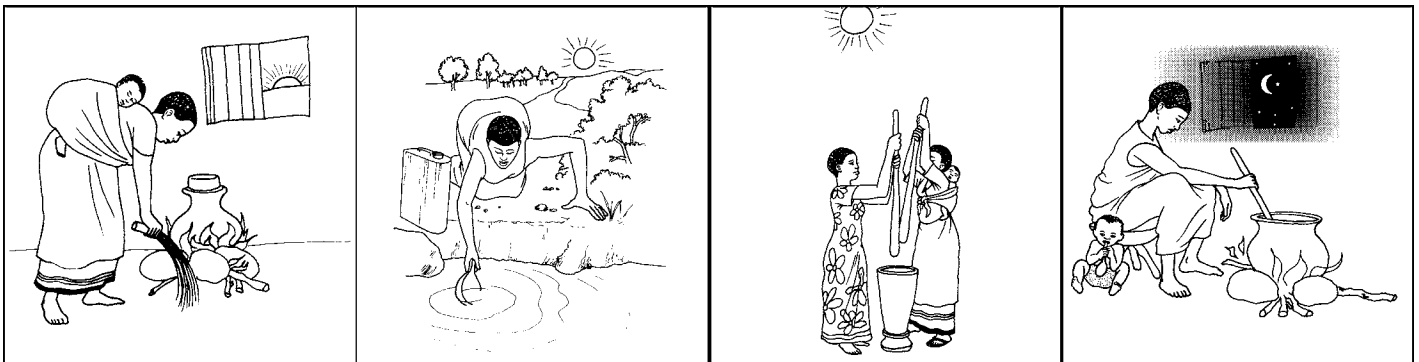
Are there differences between how the men have divided the tasks and how the women have? What is the difference? Why? What is the division of work between men and women? Which are the hardest or time-consuming tasks?

*Poor people entertain
with the heart*

• Haiti •

In the large group ask how easy it is to change the workloads by task of men and women. Link the tasks and workloads to VHT activities. Direct the discussion to the restrictions and opportunities for participation by women.

This exercise can be done with study of resources by gender. Together they make it very clear that while men control most of the resources, women do many of the hard tasks. Summarize using the picture showing the 24 hours in the life of an African woman.



SESSION: Gender—Thick and Thin

Objective: To appreciate the damaging impact of not treating people equally.

Materials: Prepare strips of paper the same length, some thin and some thick. On the thin strips write a low status role, such as beggar, peasant, labourer and prisoner. On the thick strips write a higher status role such as teacher, nurse, chairperson and shop owner. Paste, tape or staple the strips together to form a circular chain. If using paste, let it dry first.

Have four or five volunteers hold the chain between their fingers at various places. Ask, "What is the difference between the thin strips and the thick strips? Where is the strongest link? Where do you think the chain will break? Why?"

Have the volunteers pull gently with their fingers on the paper chain at the same time. Ask participants to notice where the chain has broken. What are the weakest links? What do we learn from this? How can we make the chain stronger? In the large group discuss the ways are that people of low status are kept out.



SESSION: Women's Work in Primary Health Care

Women provide a major role in the important work needed for Primary Health Care. The mother ensures her children practice good health behaviours, prepares the food and collects the water in the home. Women are also the largest group of health workers outside the home.

Objective: To appreciate the role of women in family health and child care.

Materials: Drawings showing their four main activities.

Display the drawing of women's four main activities. Ask what other important tasks women do in the family and community. Probe to ensure child rearing and health care are mentioned.

Role of Women in Primary Health Care

- 1 Provide education to promote health and prevent illness.
- 2 Ensure food security.
- 3 Manage safe water use and sanitation.
- 4 Seek immunization for children.
- 5 Use and provide maternal and child care.
- 6 Prevent local diseases.
- 7 Apply first aid and treat illness.
- 8 Collect and protect drugs.

In small groups have participants discuss and list the tasks women do for their family and others? Have one group present their list. Ask the other groups to add any items not included. Ask questions to make sure all their contributions to all the elements of Primary Health Care are included. Which are the most important tasks women do for primary health care? Ask what are the four main activities of men? Show the drawing one group did of male activities. Ask if it is true here.



SESSION: Status and Power



Status is about power and how it shows itself in human affairs. Social status reflects who you are. Playing status reflects what you do. Someone of low social status can play high status in a situation. For example, when a criminal explains to a prince how to break into a car, he is the teacher with higher status.

Awareness of the tensions between social status and playing status can create dramatic and humorous scenes. These role plays on playing status can make you know ways for dealing with situations where the balance of power appears stiff and unbending.

These role plays show that every tone of the voice, every movement, every sentence reveals status. In real life it can be done on purpose or without thinking. Our actions, reactions, speech, silence, movement and stillness can affect other people. This is particularly important when we hope to encourage and cause constructive change in people's lives. We must also be careful to share power ourselves.

Objective: To explore how playing status can increase choices for people in situations when they have little power.

*Do not look where you fell but
where you slipped*
• African •

Assign four pairs of volunteers to be the following characters: A: master and servant; B: man and woman; C: rich tourist and local guide; and D: doctor and patient. Ask them to do a brief role play playing status to match their social status.

Now have each pair present a role play with the person of high social status playing low status and the person of low social status playing high status. For example: Stupid master with clever servant; romantic, rich idealistic tourist with down-to-earth local guide; weak husband, strong wife; and a lazy doctor with knowledgeable patient.

Gender

In the large group debrief asking the following questions.

- What performance did the characters use to establish their social status? What performance did they use to play high or low status?
- What body language did they use?
- Did any character try to raise or lower another's status in any way? (For example, through flattery, put-down, dishonesty, trust.)
- How could you raise your status in this situation?
Were the character's words reinforced by her body language and tone of voice?

*The thicker the grass the more
easily scythed*

• African •

Assign each of four small groups to brainstorm one of the following: Reasons why people play high status; Why they play low status; Why and how they can raise others' status; and Why and how they can lower another's status. Have the groups post their lists. In the large group discuss the lists with specific examples.

In the large group ask two volunteers to role play how a mother gets her husband to agree to take a child to the clinic for medical care. Ask for suggestions from the audience.



Playing Status



Why We Play Low Status

- To keep the security of their position
- To keep social status
- To scheme with and support high status players
- To trick others about their true power and status
- To show social respect
- To attract sympathy
- To sweet talk high status players



Why We Play High Status

- To maintain a higher position
- To achieve power by putting others down
- To retain the security of their position
- To stand up for themselves
- To trick others about their real power or status
- To impress others or show off
- To inspire confidence in others
- To give value to their behaviour and actions



Why We Lower Others' Status

- To put them in their place
- To decrease their confidence
- To make them feel inadequate
- To make fun of them
- To frighten them

How We Lower Others' Status

- By ignoring them
- By corrupting them
- By showing lack of respect



Why We Raise Others' Status

- To build up their confidence
- To use them
- To 'make fun of them'

How We Raise Others' Status

- By teaching them new skills
- By sharing information
- By respecting them
- By taking their advice
- By flattery

SESSION: The Broken Record

Assertiveness or boldness is sometimes needed to ensure people listen to you. Being assertive is different from being aggressive or destructive. If someone is not listening to you, you may need to be assertive. You listen to what they say but you do not argue with them or become angry. If your request is reasonable, keep repeating it calmly until the person has clearly heard it.

Objective: To practice a technique for being assertive.

Have two participants prepare a short role play of a woman trying to return a loaf of stale bread to a shopkeeper. The shopkeeper gives many reasons he cannot replace it. For example, it was good at the time it was sold; it is too late; how does he know the woman bought it here; return later when the owner is in; says he will have to ask his boss, etc. After stating her case, the woman listens politely to the shopkeeper without disagreeing or arguing her case. She just repeats calmly, "Yes, but I want my money back". In frustration, finally the shopkeeper gives her the money back.

Ask the group what they noticed. Why did the woman finally get her money back? Will this always work? Can they think of any similar examples? Have participants make two lines facing each other. Ask them to be assertive about getting their money back for a broken radio. After two minutes, have them switch roles.

Debrief asking how they felt doing this exercise. What did you notice? How did you feel when you were the shopkeeper? When you were the woman? When could you use this skill?



*If you burn a house you can't
conceal the smoke*

• Buganda •

SESSION: Problem Tree

Objective: To study the root causes and effects of a problem using a visual tool.

Materials: Four to five large posters of the outline of a tree for each group of five to eight participants; coloured paper and masking tape.

Have participants work in small groups. Give each group a tree outline showing branches and roots. Identify a subject for them to study, for example violence in the home, or orphans. Have them write the subject on a piece of paper and attach it to the trunk. Ask them to start by first naming and discussing the effects. They will write them on slips of paper and attach them to the branches.

After they have identified all the effects, tell them to identify the main causes of the problem. They will write them on paper and attach them on the roots of the tree. Move around to the groups while they are working. For each cause written down ask, "Why does this happen?" This will help the groups to continue to look for the causes.

When done, have the groups display their tree. Ask what they notice about the problem tree. How did they feel about this exercise? How are the causes and effects related? Sometimes the same items appear in both the causes and effects, indicating a cycle. Sometimes seeing the flow of events can bring out strong reactions in

participants. Groups with experience using with this tool can begin to arrange the causes and effects in primary, secondary and tertiary levels.

No one is too young
for a cow
• Ankole •

SESSION: Webbing—But Why?

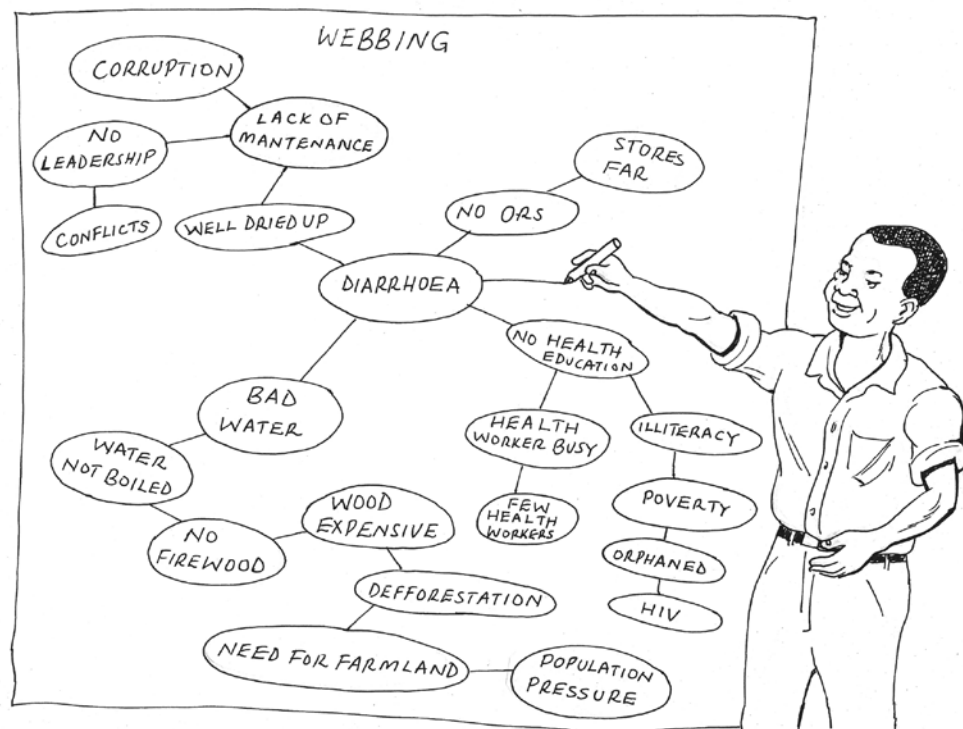
Webbing helps to identify the root causes and the links between them. To web you need to keep asking, "But Why?" for every cause you name. Asking, But Why? will move you deeper. Knowing the problems helps us find the most helpful plan to use in solving them.

*When ripe, a banana is eaten
and a girl is married*
• Ankole •

Objective: To make a picture to explore root causes of problems.

Materials: Manila paper, markers and copy of Yasmin's story.

In the large group have someone tell the story of Yasmin. After the story, ask participants how they feel about the story. Explain that webbing is a visual method that helps to identify the root causes of the problem. Ask someone to identify Yasmin's problem. For example, her child is sick or died. Write it in a circle in the middle of the paper. Ask, but why did her child die? Write the answers in circles linked to the centre circle. For each of the first responses, ask, but why did this happen? This will produce a number of additional reasons linked to each of the primary causes.



A web can also be produced for an issue such as malaria or poverty. Continue to ask, "but why does it happen?" You may get responses such as: mosquitoes; no medicine; no bed nets; health unit too far; etc. Write the first layer of responses out from the centre.

The web reveals how the causes are linked and related. Keep asking, but why? until you have reached the root causes. Each diagram may be somewhat different and have different links but if you keep asking "but why?" the root causes will appear.

Yasmin



Yasmin is nine years old and lives in Butazi. Butazi is a small village ten kilometers from the health centre. The health centre has a vehicle and doctor but they rarely hold immunization clinics. A year ago they did a clinic near Butazi and Yasmin started her immunizations.

A midwife who knew how to immunize offered to do a second clinic but the doctor said no, only staff with formal training could give vaccines.

During the day, Yasmin looks after her small brother. Her father works as a farm labourer. He could not replace her flip flops when the straps broke last month so she is barefoot. Last week Yasmin stepped on a sharp stick when getting water. In a week Yasmin had trouble opening her mouth. Soon her leg became stiff. Then she began to have fits and shaking in all her muscles.

The family took Yasmin to a traditional healer. After giving her some herbs, he suggested that Yasmin be taken to the health centre. Yasmin's family asked a neighbor with a car to help. The family waited for two hours to be seen at the health centre. The doctor told them Yasmin had tetanus. The medicine is expensive and only available in the regional hospital about 50 miles away. The parents were unable to pay for the trip and medicine so returned home. Yasmin died three days later in great pain.

SESSION: Seasonal Calendar

Seasonal calendars help us organize and examine information. They can help us make connections.

Objective: To demonstrate seasonal patterns of activities, health and disease.

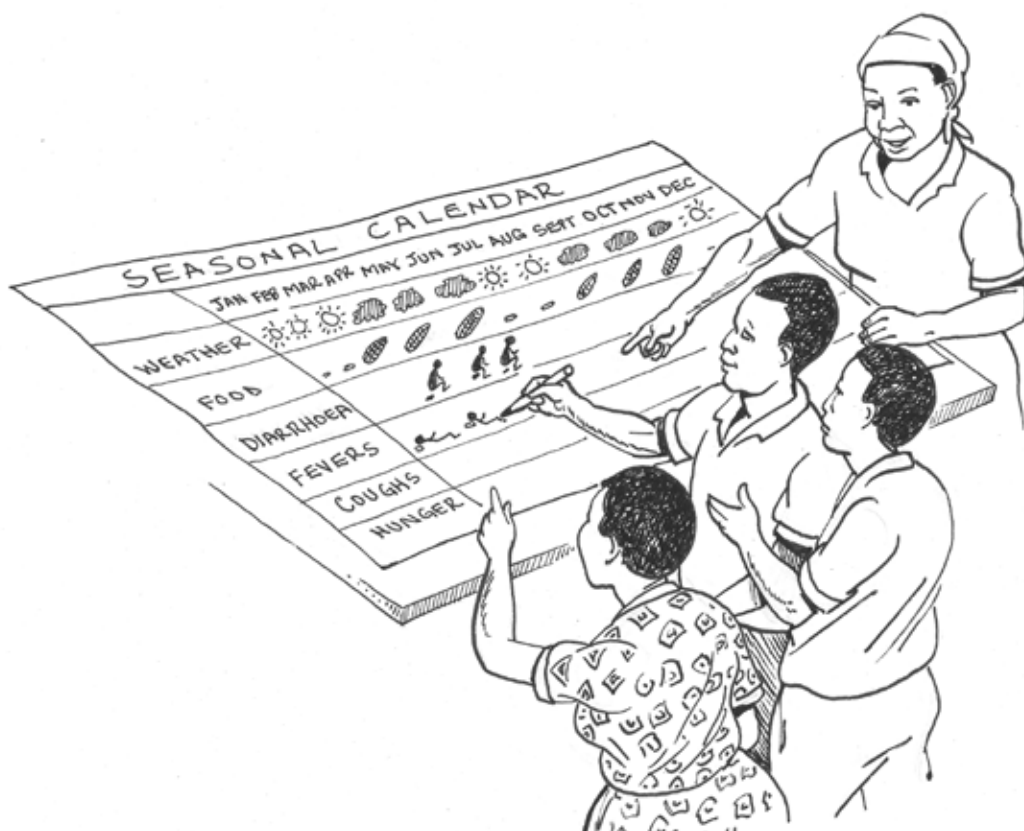
Materials: A seasonal calendar poster, manila paper and marking pens for each group.

Put up the seasonal calendar poster and explain it. Ask small groups to make a seasonal calendar for their area. Ask them to include main illnesses at the left side of the calendar line and show when each is most common.

Have the groups put up their seasonal calendar. During a break, participants can view them. In the large group discuss what is shown on the calendar. Discuss what people do when they become ill. How do diseases affect people at different times of the year? How can communities use the seasonal calendar?

*The need for marriage made
the dove fly and fly until it lay
exhausted*

• Ankole •



SESSION: Pair-wise Ranking



Ranking helps people choose among many options. You think about two options at a time, until all possible pairs are considered.

Ranking is completed by considering two items at a time, until all the items are considered and every opinion in the group is given equal thought. Often when we do rankings as a group, the loudest, most active person's choice succeeds. Pair-wise ranking helps prevent this happening by comparing two items only.

The discussion about why people choose one option over another can be as important as the result. During the exercise, encourage people to say why they choose one thing over another.

Objective: To rank different options.

Materials: Pair-wise Ranking Chart, cards with the

various topics on them.

Post the Pair-wise Ranking Chart. Explain you will be using this tool to compare the various reasons which Community Health Workers named in focus groups. Point out how the chart is made with the same items on the top and side, and in the same order, so that each item is compared to every other item once only. The squares which are copies are shaded.

Hold up the two cards to show which two options are being compared. Point out how the choice is between those two items only. Write the chosen response in the appropriate box. Work through the various pairs and write chosen item on the chart. Total the responses to get the ranking order of the choices.

In small groups have participants make up a pair-wise ranking for a topic of their choice. For example: How can disabled children be cared for in the community? Go around to each of the groups to assist them. Label the top and right side with the choices to be compared. Cross out the boxes that won't be used because they repeat the upper boxes. Encourage participants to discuss which option they would choose and why. Write or draw the chosen option in the box.

Continue the practice, comparing each pair of items until all the boxes in the chart are filled. Add up the number of times each option appears in the chart. Rank the options according to how many times they appear from highest to lowest. Discuss the results and how to use this information. Ask how participants could this could be used in their community.

Analyze

SESSION: Direct Matrix Ranking

Direct Matrix Ranking helps us compare different actions or responses using the same set of criteria. In the example shown, criteria are given a number value from 1 to 5, with 5 being the highest. After determining a number for each, total the columns.

The group selects the criteria to be used to compare the choices. The criteria selected are important, and the group should spend time to decide upon them. Direct matrix ranking works best when the criteria are of roughly equal value. Criteria must be stated positively because they are to be totaled at the end.

Direct matrix ranking can also be used to help us to organize information gained during a review. The totals are only a guide for making a decision and should not dictate what the group decides. For example: If there is no local market for a product, even if that response is the high one, it would not make a good income generating project.

Objective: To compare different activities using the same criteria.

Materials: Direct Ranking Matrix chart and marker.

Display the Direct Ranking Matrix chart. Explain that you will show how to use the Direct Matrix tool for considering the prevention of HIV/AIDS. Agree on a 1 to 5 ranking system. Explain the options and the criteria. You can also draw the chart on the ground and use beans or stones to fill the boxes.

Write the criteria number in the correct box. Total up the scores for each option. Ask the participants to discuss what the matrix shows us. Ask if there needs to be further discussion. Discuss how to use the information obtained by direct matrix ranking.

DIRECT RANKING MATRIX					
	USING A CONDOM	NON-PENETRATIVE SEX	ONE FAITHFUL PARTNER	ABSTINENCE FROM SEX	SOLITARY MASTURBATION
EASIER TO DO	III	II	III		III
MORE SATISFYING	III	III	III		III
MORE SAFE	III	III	III	III	
LESS EXPENSIVE	II	I	III		
EASILY AVAILABLE	I				
LESS NEGOTIATION	I				
TOTAL					
RANK					



*Sweating and marrying
go hand in hand*
• Ankole •

SESSION: Low Hanging Fruit

Low hanging fruit on a tree are those which are most easily picked. Some services are easier to introduce and do than others. Some solutions can be solved by us. Some can be delivered only by others or with additional resources. By listing all the problems or issues at first, we bring them out in the open and recognize them. By separating the issues identified into low, medium and high hanging fruit, participants can identify which ones they are able to solve. Low hanging fruit can also be used to identify activities that we can get started. Others will take more effort or time.

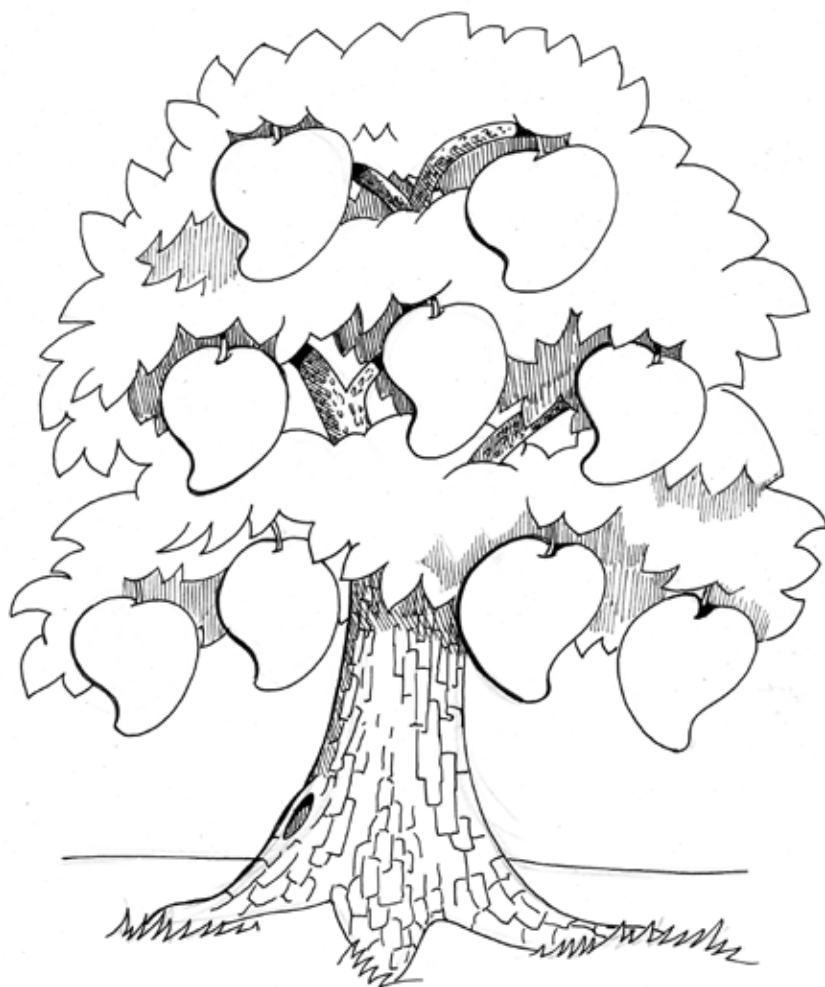
Objective: To identify and discuss issues, activities and services you are able to handle now.

Materials: A tree chart with high and low branches, paper cut in the form of fruit, tape and marking pens.

Mount the tree on the wall. In the large group explain that low hanging fruit are those we can reach. Select a questions such as, How can we improve Community Health Worker services? In small groups have them discuss their responses, the barriers and opportunities and then write each one on a piece of paper.

When the groups are finished, ask each group in turn to add one new fruit to the tree. As each response is given, ask the group to decide where on the tree it belongs, low, medium or high. Continue until there are no new responses. After the first round, summarize explaining again that the low hanging fruit are the ones that we can address.

You can do a second round of group work to have more discussion about how to deal with the low hanging fruit. Collect those fruit on the lower branches and distributing some to each group. Ask them to discuss how to deal with the issues they have identified. In large group have the groups report their suggestions.



SESSION: Transect Walk

Transect walks are walks through a community to observe the people, land, buildings and activities with regard to a specific issue. The walk provides a special sort of map that provides a cross section of a community. Transects can help us understand a problem better and to plan services better.

A transect walk needs to have a specific goal. It may take a long time. It needs to include what is seen, and information which is gathered from people. The route can be determined in advance, or the group can select their own route. The transect walk is a way to bring fresh eyes to your community. On return from the transect walk the group prepares a diagram of what they saw and learned using various pictures which are identified in the key.



Objective: To provide knowledge of an area and people from local observation and interaction.

Materials: HIV/AIDS Transect Walk chart, notebooks, pencils and chart paper.

Show a chart of a transect walk done in a community for HIV/AIDS. It shows the bars, where people work, where people live, the places where condoms can be sold, the places where people gather and hold meetings. Explain the different parts of the transect diagram including the key. Describe how it is used for other questions and where it can be useful.

Assign small groups to do a transect walk. Choose a focus for the walk, for example: water and sanitation. People can make the walk in teams and may want to arrange in advance to talk with local key people. The team should decide the methods they will use. The route can be given, or groups may select their own route. Usually it is a line through the community.

On return, have each group make a picture of the things they saw on the walk. Groups can post their transect walk picture. In large group discuss what they found out, what methods that worked best, and why. How did it feel to talk to people in their own community? What did they learn that was new by looking at the community in this way?

SESSION: Card Sorting

*Children are the decoration
of the home*
• Ankole •

Card sorting is a way to sort information and organize it so it is easier to analyze.

Objective: To discuss and sort information.

Materials: Five sets of cards with information about what orphans need to lead a better life. You can use information created in an earlier session in the workshop, or have the groups create the information at this time.

Provide a set of cards to each small group. Ask them to look at and discuss the information on the cards. Then they can decide on a number of groups to use to sort the information. Examples of groups could be social, economic, health, religious, etc. Ask them to discuss each item in their group and assign it to one of the groups. The discussion is the most important part of the exercise, not how the items are grouped. Have participants do a walk to view how the other groups have sorted their cards.

In the large group ask what they noticed? How could this exercise be used in their community?



SESSION: Mapping

Maps show what is in a community and how it is linked to everything else. They can also show what parts are most important. A map of health services can show what services different people know and use, who does not use one service, why people do not use it, and what breaks in service there are. A map can help find ways for improving ways in to a service. Make sure unofficial services are included. Maps can also show distances and when such services are open. Maps drawn by women may differ from those drawn by men.

*Before marrying, be informed;
before arranging a marriage,
consult a diviner*
• Ankole •

Objective: To show health services available to a community.

Materials: Map, stones, twigs, beans. Paper and coloured pencils may provide a paper copy to keep.

If participants are not used to maps, show them a copy of one drawn by a community. Explain the use of the key, the direction arrow, title and date. In small groups ask participants to draw a map on the ground showing where the community obtains their health services—government and traditional. When they are finished have them copy their map on paper. When the map is done ask someone to explain which services are used and which are not using the map. Ask people how traditional healers are approached, what needs to be get better, and other questions.



SESSION: Story with a Gap (SWAG)

Story with a Gap uses pictures to start talk about possible events which have begun a problem and how it can be solved. Pictures help us to see problems in new ways. The

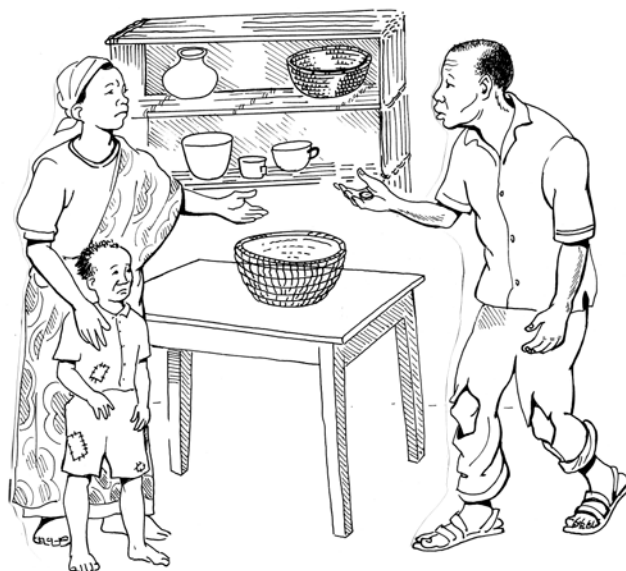
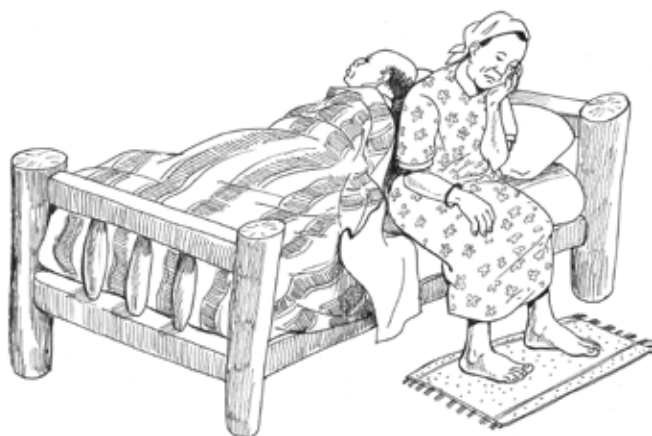
Story with a Gap exercise can help a group to name a problem and think of possible solutions. It can help us see how problems are created and solved within groups. It can help people to find choices in different situations and decide about how to carry them out.

Objective: to identify choices people make and what leads them to make those choices.

Materials: Fifteen drawings or pictures.

Make small groups. Place the set of cards on a mat. Ask each group to send one person to choose two pictures to make a story. Remove the remaining pictures. The groups have five minutes to create a story linking the two pictures. The story should show how a problem was made or how it was solved. Have each group present their story.

After each story ask, "What other choices could the person have made? Why do some people seem to have few choices and others many? How can people get more choices?"



Identify Issues

SESSION: Unserialized Posters

Exercises using pictures helps people think in new ways, makes health education easier to remember, and helps in problem solving. From the stories we learn what the community feels is important, and what they like. Answers to problems can be found and new thinking started in this way. The stories created can also form a long list of topics for future discussion.

Objective: To approach and solve issues creatively.

Materials: Twenty to thirty pictures of dramatic situations which are open to many possible ways of thinking.

Remind participants of the facts which make stories more helpful: e.g., naming the characters, describing details, creating excitement, giving the characters handicaps, etc. Participants will need to use their imagination to make their pictures match the subject they have been given.

Divide into small groups of five. Each group chooses three pictures to tell a story around a subject, for example the activities of a Community Owned Resource Person in the community. The group decides on the order of their pictures and a story. The order can be time-related: e.g., morning noon and night; or beginning of the month, middle and end; or the order can be the change between new Community Health Workers to old Community Health Workers; or from less important to most important.



SESSION: Newborn Care

Objective: To study the community role in making child birth safe for women.

*Until lions have their own
historian, tales of the hunt will
always reflect the hunter*

• African •

Give small groups the picture story of Gretty's delivery or have someone tell the story of Gretty to the large group. In small groups ask them to list the things that stopped Gretty from getting the care she needed in time. Divide the list of things into community reasons that caused her and her family to wait, and clinic and hospital reasons that slowed treatment. What could the hospital staff do to not have this happen again? It may be helpful to write the questions out for the groups.

Gretty's Story

Gretty was having her first baby. Following the custom, she went to her mother in the seventh month of pregnancy. The pains started early one morning and her mother put a blanket on the floor for her. Six neighbours arrived to help.

Four hours later, Gretty was in distress. The women thought this was because of a spirit, so they said a special prayer and carried out a ceremony to protect her. There was a clinic three kilometers away. The women wanted to send her there to have her baby. But her parents were worried about the cost and Gretty did not want to go.

Some men agreed to carry her to the clinic. Gretty was taken to the labour room at the clinic but could not deliver. Nine hours after the pains began, it was clear her labour was blocked and she would need a caesarean. The ambulance took her to the government hospital.

Just after she arrived, there was a power outage. Although she was in a critical state, hospital rules required those people with her to give blood, and buy drugs, needles, syringes and intravenous solution from the pharmacy. This caused more delay. Two hours after she got there, she was in a critical state. The surgeon finally operated by candle light. Gretty and her baby survived.

Identify Issues



Gretty arrives at her mother-in-law's.



Neighbours pray for Gretty.



Men carry Gretty to local clinic



Gretty and baby in trouble.



Gretty has an operation at hospital.



Gretty and her baby return home.

SESSION: Spider Web of Factors

*A man who pays respect to
the great, paves the way for
his own greatness*
• African •

Objective: To show the social influences on health of "at risk" families.

Materials: String, paper and markers.

Divide participants into groups of three. Ask them to list the things that push a family into being 'at risk'. In the large group ask each group in turn to give factors that contribute to being at risk until you have about 20.

Have each participant write one of the factors in large letters on paper and attach it to their chest. Ask the three with the factors (little school education, low production, not enough money) to stand in centre.

Participants without a factor can draw the lines with chalk or with string. Ask each factor in turn, what does your factor lead to, influence, cause or help bring about? Have them make a line to connect the factor it leads to. The lines can be drawn in different colours.



SESSION: Open-ended Problem Drama

Objective: To use story telling to encourage discussion and problem solving.

Materials: A flannel board and two stories – one closed with a conclusion, the other one open-ended.

Tell the two stories. Ask the group which one is open-ended and which is closed. Discuss until agreement is reached. In small groups have them discuss the open ended story. They should list its characteristics, include length, number of characters, and ways in which learners became involved. Ask what made it a good or not so good example for participants to learn from.

Debrief in the large group asking each group in turn for characteristics of a good open-ended story. Probe to ensure the items in the box are included. Ask the audience to suggest the ending. Summarize and assign the groups to write their own open-ended problem play.

Open-Ended Story

- Be brief.
- Focus on a problem that matters to the audience.
- Have one main character affected by a problem.
- Have less than three other characters.
- Have each character give conflicting advice.
- Present advice in a clear way so that the audience can see the right action.
- Have different sides.
- Leave the main character undecided.



SESSION: Root Causes of Ill Health

Objective: To appreciate and describe main causes of ill health.

*If you don't stand for something,
you will fall for anything*
• African •

Materials: Cardboard links, webbing diagram. Prepare heavy cardboard oval links ahead of time. The cardboard links have a slit in them so they can be linked. Label each link one of the causes: Social, Economic, Cultural, Biologic, Environment and Political. They can be different colours or labeled.



Ask someone to play the role of Ruth and sit sadly on a mat.

Have people sit in a circle so they can see Ruth. Have someone tell the story of Ruth. At the end of the story, ask, "Why did Ruth's baby die?" When a person gives an answer, ask, "Is that cause social, economic, environmental, political, cultural or biologic?" Select the appropriate link and start a chain around Ruth. Ask for other reasons. Accept all answers and encourage variety. With each response, add the appropriate cardboard link to the chain around Ruth. As the chain gets longer, wrap it around Ruth until she is wrapped with loops of the chain.

Identify Issues

Debrief: Ask people what they are feeling as they look at Ruth. Some may say that they feel sorry because Ruth looks sad and limited by things she has no control over. Ask what they notice about the links. Some may note that few, usually only one or two of the links are biologic.

Ruth's Story

Ruth had no land or husband. She had to work long hours in her neighbour's field. She was not able to breast feed her baby and often had too little to feed her family. She took her seven and ten year old children to work to help her earn more money. She left the baby in their hut with her five year old daughter. Even with the children working, the family often went hungry. As the baby became more malnourished, diarrhea increased. One day the baby had many watery stools and became limp. Ruth decided to take the baby to the health centre. To do this, she had to miss a day of work. This meant the family would have no food. Maybe Ruth would lose her job. Ruth knew a wise mother might decide to let her baby die to save the family, but she loved her baby too much.

Ruth sold the last of her possessions to pay for bus fare and took the child to the health centre. After waiting in line for two hours, she was told to come back the next day. Ruth slept in the street with the baby and returned to the health centre early the next morning. Now the baby was near dead. The doctor scolded Ruth for waiting so long and for not taking better care of her baby. He set up an intravenous drip and the nurse explained to Ruth the importance of breast feeding and hygiene. Ruth listened silently. Within a few hours the baby looked much better. The doctor gave Ruth a prescription and sent her home.

Back home with no sugar, salt, food or money in the house, the baby soon died.



SESSION: Organize Learning

You must judge a man by the
work of his hands
• African •

Objective: To appreciate the teacher's role to organize learning.

Materials: Posters of the 12 sticks, Six Key Parts of a Session

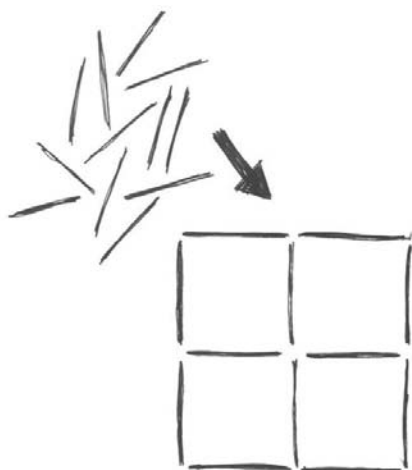
Show half of the drawing from the cover of the World Health Organization (WHO) manual, *Teaching for Better Learning*. Have participants study the drawing of 12 random sticks for one minute.

Remove the picture and ask them to draw what they remember. When they are finished, show them the drawing of the four boxes made of sticks for one minute. Remove the picture and ask them to draw what they remember.

How many people got the first drawing right? How many included 12 sticks in their drawing? How many had half of the sticks right? How many were able to copy the picture of the four boxes correctly? Why is there such a difference? How does this connect to teaching? How can we make sure participants remember what is taught?

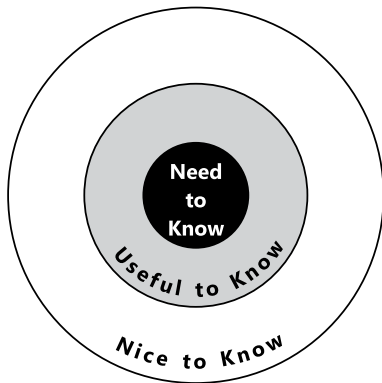
In the large group ask, "What are the main parts of a teaching session?" Write down the answers on manila paper. Explain that there are many parts of a teaching session. They can be grouped into how to prepare for it, how to make it work, and how to write it up. We are going to spend time on just six key parts of a lesson. List the six key parts in turn with examples. As you say each one, point to it on the poster.

- Starter
- Teaching Aid(s)
- Key Points
- Repeat Key Points
- Check Understanding
- Summarize



From *Teaching for Better Learning*,
World Health Organization

SESSION: Target the Need to Know



Targets are used for taking aim at something (darts, arrows or guns). The learner is meant to hit the red centre, which is called the bull's eye.

Objective: To generate the important information the learner needs to know in a topic.

Materials: Target poster showing Need to Know, Useful to Know and Nice to Know.

Show the picture of a target. Explain that one of the jobs of a teacher is to pick out the exact information the learner must know in order to do their job. This information is called the *Need to Know* information. It is the required knowledge. There is so much information now that picking out what the learner needs to know is very important. Teachers also need to aim most of their teaching at this *Need to Know* information. The *Need to Know* information is what we call the bull's eye or red centre of the target. It is the essential information. This is what a learner must know in order to do a good job. What a volunteer health worker *Needs to Know* is different than what a lab assistant needs to know, and both are different than what a doctor needs to know.



Less important information may be useful for us to know. It may come in handy but it is not necessary for us to know it. This information is found in the blue circle. The outer circle includes other information that may not be useful but is nice to know.

As trainers and teachers we need to identify what the learners need to know and aim our teaching there. What Village Health Volunteers need to know are called the key messages. Give examples. For malaria, what do the Community Health Workers need to know? What is useful for them to know? What is nice to know? Then ask them for examples.

Ask, "When teaching how do we make sure that the need to know information is remembered by participants?"

SESSION: Teachable Moments

The Hidden Disabled

Two Village Health Volunteers meet with the Local Committee (LC). The LC tells the VHVs about a disabled child who is kept hidden in the home. They ask the VHVs to go to the home and talk to the parents. The VHVs thank the LC for the information and agree to follow up with the parents.

Seeing the concern of the LC, they talk briefly about the need for the whole community to support the parents and the disabled child and what an LC can do. They have used a *Teachable Moment*.



If we are not interested in something when we hear it, we are not likely to remember it. If we use information right away we are more likely to remember it. If we hear health information when we are worried about our health, we are more likely to remember it. It is said that our ears are more open at that time. The simple questions people ask you about when you are just going about your daily work, often are burning issues for them.



When a person is ready for certain health education and is likely to follow up on it, we call it a "Teachable Moment." Health workers need to look for such moments. During a cholera epidemic, people are very eager to find out how to avoid getting ill. They will not only listen to you when you tell them it is important to wash their hands (after the bathroom, before preparing foods and frequently during the day), but they are much more likely to do it as well.

Objective: To identify and use Teachable Moments.

Materials: The Hidden Disabled story, Teachable Moment poster.

Explain what a teachable moment is. Post the Teachable Moments poster on the wall. Have someone tell the story, *The Hidden Disabled*.

Look for Teachable Moments and make use of them.

SESSION: Principles of Adult Learning

People in the community, including the health workers, are adult learners. Adult Learners have lots of work and life experience to use. They learn best when learning is allows them to take a part in it and has practical uses. They need to have their experience respected.

Adults learn best when they produce their own ideas, rather than when information is poured into them as if they were a jug. To keep the attention of adult learners you need to use participatory methods.

These four principles form the reason why adults need to have all their senses involved in learning. They learn best through hearing, seeing and discussing, as well as through practice.

In participatory training workshops, we provide encouragement to participants when they are exposed to new information. They can move through a round of reflection about it, discussion with others and then study of the information so they are able to move the new learning into action in their lives.

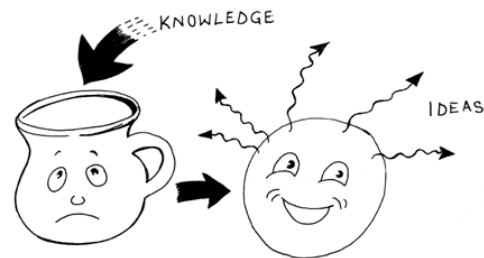
Adult learning is based on four key principles:

- 1 **Respect** – even illiterate adults have achieved much despite their lack of formal schooling and need to be treated with respect.
- 2 **Immediacy** – what is taught needs to be used soon after it is learned.
- 3 **Usefulness** – adults react to what is practical and useful to them. They may not be very interested in theory or long explanations, they want to see results.
- 4 **Experience** – adults come with a wealth of life experience. Learning for them needs to build on what they already know.

Objective: To appreciate the use of Adult Learning methods.

Materials: Poster of Adult Learning Principles; drawing of adult learners.

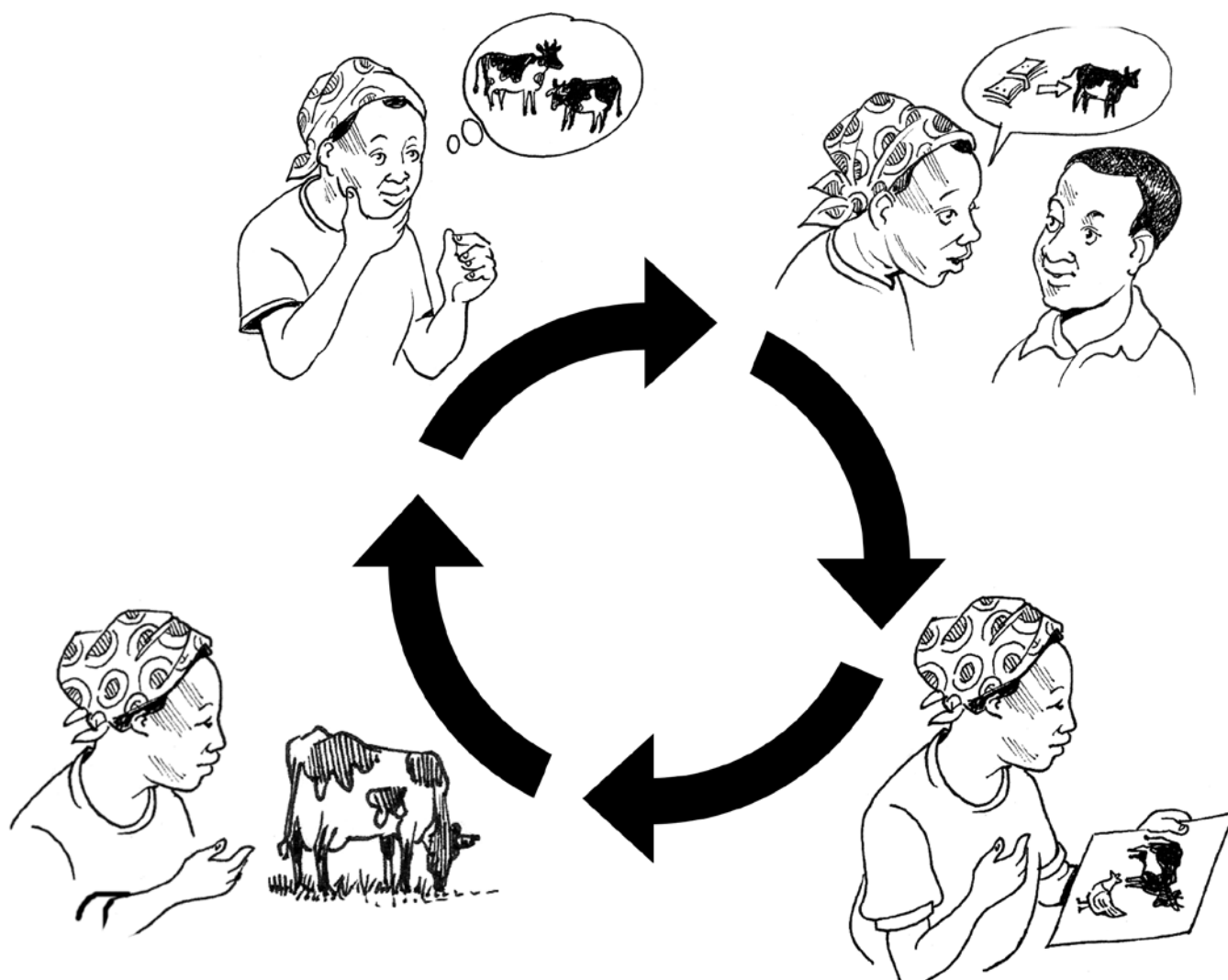
*Teaching is the Art Not of Pouring
Knowledge Into a Learner
But of Drawing Ideas Out*





Post the two drawings and ask participants what they see. Post the sentence, *Teaching is the art not of filling learners up with information but of drawing ideas out.* Pin up a poster with the four principles listed. Point to each one as you explain it. Give examples showing how a facilitator would deal with each case.

Cycle of Reflection, Discussion, Analysis and Action



SESSION: Increase Learning and Recall

Objective: To increase learning in teaching by adding to or changing the methods.

Materials: Four Ankole baskets in different sizes with labels on them from the smallest to largest as follows: "I hear and I forget"; "I see and I remember"; "I talk and I understand"; "I do, I own, and I take action"; 60 slips of paper.

*You can tell ripe corn
by its look
• African •*

Hand out slips of paper. Ask participants to write a teaching method on a slip of paper. When done, have them place it into the proper basket. Check if everyone agrees. Ask for another method until you have 20 or more methods.

Many of the papers will be in the smaller baskets. Pick one out and ask, "How can we move this method into a bigger basket?" Continue until all the methods in the smaller baskets have been moved up one or more basket. Why are the baskets different sizes? Where do we want most of our teaching to be?

For example, a role play is in the **See** basket. It can be moved into **Talk** by following the role play with a discussion. A demonstration is in the **See** basket. If you include a poster with the main steps of the demonstration, it is still in the **See** basket but will be better remembered. If you have the learners repeat the demonstration, it moves to the **Do** basket. A lecture is in the **Hear** basket. It can be made more interesting and better remembered if a story is added, but it will still be in the **Hear** basket. If an illustration or picture is added, it can move into the **See** basket. If you add a discussion, it moves into the **Understand** basket. Try to move all the methods up so the biggest basket is full.

The importance of including practical demonstration as well as visual aids, talking, listening, is captured in this Chinese saying.



I hear, I forget



I see, I remember



I talk, I understand



I do, I own and I take action

Confucius saying

SESSION: Create the Atmosphere

In small groups have participants list the ways to make sure a workshop has a good atmosphere. You can also ask one group to list the behaviours of the facilitator; another how to set up the room; another for how norms, roles and hopes can be created; and so on.

In the large group ask for the items in their lists. Write them on the paper. Ask for additions to the list. Group the items that are alike together. Ask questions to make sure that all the key items are included. Ask how facilitators can track the mood? Why is it important? Ask for examples of how careful listening can be encouraged? How can careful thinking be encouraged? Why does it matter?

*Do not call the forest that
shelters you a jungle*
• Ashanti •



SESSION: Good and Bad Facilitator

Objective: To use facilitation skills.

In groups have participants tell about a good teacher from their past. What skills made them good? In the large group ask for an example from each group. Make a list of the features that made the teacher good. Now have them think of a bad teacher. What made this teacher bad? Share stories from the groups and list the features of a bad teacher.

Make two groups. One group acts as observers. From the second group select two people to facilitate or assist their group in an interactive session. Remind the observers about the good and bad practices they have named. When one of the observers sees a mistake, they tap the facilitator on the shoulder and take over. The first facilitator then joins the observers. Continue the exercise until all observers have had a chance to take over facilitation. Now change groups.

Debrief participants about what they learned about being a good and bad facilitator.



*If you are in hiding,
don't light a fire*
• Ashanti •



Effective Facilitation



Be Prepared

Preparation includes study of the subject ahead of time, course planning, and practice. Preparation is important for success

Think Positive

Your outlook changes how people think about themselves and how quickly they learn. Believe that people can grow and change without limits and then watch them respond.



Give off Energy

When you are excited about what you are doing, you share that excitement. Eye contact, gestures and vocal variety pass on excitement



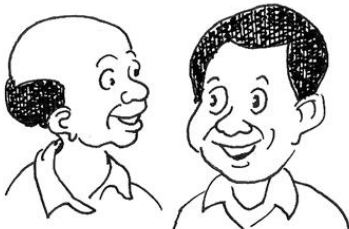
Be Clear

Make sure what you say is easily understood. Avoid confusion. Be clear in explaining your ideas. Good ideas can be lost if they are not clear.



Encourage Humour

Humour makes people more positive and better able to manage their lives. Humorous examples help people relax. Humour provides a sense of group unity.



Be Sensitive

During the workshop regularly ask how people are feeling. Pay attention to verbal and non-verbal behavior. Be open to changing needs in the group.

SESSION: Photo Parade of Teaching Methods



Objective: To discuss and rank different teaching styles

Materials: Sets of nine drawings of different styles of teaching from very controlling to very participatory.

Ask each small group to select three pictures they like best, three they like least, and three that fall in between. Their choices should be based on the value of the learning or communication shown in the drawing. After ten minutes of discussion, ask the first group to line up nine drawings from the best to the worst. Have the other groups place their drawings in rows beneath the first set in the same order. Ask each group to tell its reasons for selecting the drawings as positive or negative. In the large group discuss how the drawings selected are the same or different.



SESSION: Using Codes

For people to change the way they do things, they must learn a new way of behaving. This happens more easily when information is discovered rather than given to learners. By working with information people are also more able to absorb it. People learn more easily when the new idea is linked with what they already know. This gives them a “hook to hang the idea upon.”

People learn more easily when they discover problems by themselves and then locate solutions themselves. People learn more easily when they go through a method of careful study and reflecting or thinking about a new idea, consider its positives and negatives, and how it could apply to their situation.

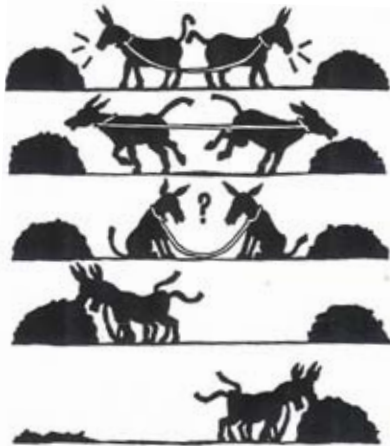
To be useful, facilitators need to find ways of getting people to work with information, to help them learn it, and to encourage them to use it. One way of doing this is through the use of “codes”. A code can be a photograph, a drawing, a cartoon, a story, a poem, a role play, a video, etc. The choice of code is important. It is used to get people thinking and talking and to stir up emotions. Hopefully using a code will lead to discussion, questioning, and finally problem-solving. Often it leads to what participants call eye-opening moments.

The unplanned discussion created by a code is useful, but in order to get the most out of such a discussion, the facilitator can use a set of questions to encourage them to look carefully at the process. In debriefing a code, you follow a set of questions to lead participants to go deeper into the meanings they recognize from the code. You can also have participants work in small groups to discuss ideas to stop something from happening or to change the situation. The Donkey code is useful if there are problems with team work.



Debriefing a Code

- Step 1 Describe what is happening here.
- Step 2 How does it make you feel?
- Step 3 Have you seen anything like this in your own community.
- Step 4 Why is it happening? (You can use the “but why?” process.)



Objective: To involve people in finding solutions to problems themselves.

Materials: Copies of the Donkey Drawing, Debriefing a Code poster.

Put up the Debriefing a Code poster. Review the steps in the large group. Give small groups a copy of the Donkeys drawing and ask them to talk about what they see. In the large group debrief them following the steps. Point out each step on the poster. Summarize, noting that every code is different but each can be debriefed in a similar manner with emotions first as they fade quickly.

Facilitation Checklist

After each session you facilitate, complete the checklist. It will help you to track your progress as you develop your skills as a facilitator. Keep and compare your results to identify your strengths and the areas you need to improve.

- How did I engage people?
- Did I reword questions which were not understood?
- How did I encourage the quiet ones?
- How did I deal with someone who talked too much?
- Did I practice a new facilitation skill?
- How did I deal with someone answering before others?
- Did I use an energizer when the mood was low?
- How did I assist learners to remember?
- Did I summarize a long discussion ?
- What did I do when I didn't understand the answers?
- Did I encourage reflection?
- How did I bring people back to the topic?
- Did I prepare my material in advance?
- How can I continue to improve?

*It is the fool's sheep that break
loose twice
• African •*

SESSION: Dealing with Disruption

Role plays can be a useful way to learn specific facilitation skills. Prepare participants in advance to present several role plays. After each role play ask the group for suggestions on how to deal with the situation. Ask for several different responses to each situation. Note how some situations can be avoided or noticed early enough to be avoided by a co-facilitator paying attention.

During brainstorming in the large group about ways to help families with disabled children, two participants talk loudly to each other, make jokes about the answers given and laugh loudly. Role play example.

Succeed

- S** Set brief clear task
- U** Use interactive materials
- C** Create a comfortable atmosphere
- C** Choose activities that promote personal growth
- E** Evoke feeling, beliefs and doubts
- E** Encourage creativity, analysis and problem solving
- D** Decentralize



"Culture is a way to begin to experience power. If you can sing a song, if you can dance, if you can tell your story. It's a way for you to begin to experience and own who you are."

If we are going to dare to dream our own world, we need all of the resources and tools that culture brings to us in order to say, "I see another world. I see it this way. This is the world that I dream and the order that I see."

Jane Sapp

Glossary

- Democracy** A form of government in which the power to control comes from the people.
- Development** A process of change that may lead to change for the better in social and financial well-being, and more confidence.
- Empowerment** A slow process in which people gain in self confidence and feel more able to choose their own priorities and way forward.
- Equity** Equal according to actual need.
- Egalitarian** Equal in all areas.
- Facilitation** Helping people reach their own aims.
- Facilitator** A person who helps a group to achieve its aims through discussion, encouragement and support with planning and action.
- Gender** The social differences between men and women, or boys and girls that are learned and can change with time (rather than the sexual differences which are biological).
- Participation** Involving people in the decisions and processes that affect their lives.
- Social Justice** Social justice is fairness not only in the courts but for all parts of society. Social justice refers to the overall fairness of a society in its distribution of rewards and burdens. The idea requires that people have equal rights and opportunities. Everyone, from the poorest person on the margins of society to the wealthiest, deserves the same chance.
- Sustainability** When an organization's activities are self supporting in all senses, financial, environmental, etc.

