

TEACHING TECHNIQUES:

Notes to the facilitator:

A facilitator is a person who helps the participants learn the skills presented in the course materials.

As a facilitator, you should:

- Read the manual before and work through the exercises
- Plan the schedule for the day
- Plan how to work within

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| HOW DOES THE FACILITATOR INSTRUCT, MOTIVATE AND GUIDE THE PARTICIPANTS |
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- By demonstrating enthusiasm for the topics covered in the course and for the work that the participants are doing
- By being receptive to each participant's question and needs

The facilitator needs to promote a friendly co-operative environment. S/he should respond positively to the question put up by the participants. Facial expressions or making comments that ridicule participants should be avoided.

Always take enough time with participants to fully answer their questions so that both you and the participant are satisfied.

How to encourage interaction:

During the first day, interact at least once with every participant, and encourage the participants to frequently interact with you. Check to see if the participants are having any problems, even if they do not ask. If you show interest and give each participant attention, the participants will feel more motivated to interact and actively learn.

How to keep the participants involved:

At the beginning of a discussion write the main question on the flipchart. Having the question visible will help most participants keep themselves on track. Ask participants if clarification of the statement is needed.

Write key ideas on the flip chart, using the participants own words. If you must be brief, paraphrase the idea and check it with the participants before writing it. The participant should feel that you have understood and recorded his/her idea correctly. Do not allow several participants to talk at the same time. People will not interrupt if they know that they will have a turn to talk.

Ask questions to participants to check their understanding and to keep them actively thinking and participating.

After asking a question – PAUSE. Give participants time to think and formulate a response. A common mistake is to ask a question and then answer it yourself.

Acknowledge all participants' responses. This will make the participants feel valued and encourage them and others to continue to participate. If you think a participant has missed a point, ask for clarification or ask if another participant has a suggestion.

Try to encourage quieter participants in the group who have not spoken before, or walk towards a participant to focus attention on him/her. Use the speakers' name when you are referring to a previous comment. Use names when you call on participants to speak, and then you give them credit or thanks.

Skills of the facilitator

Listening: The ability to listen carefully and creatively by picking out positive aspects as well as problems

Observation: The ability to see what is happening and to monitor the groups work objectively.

Sensitivity/empathy: The ability to see problems from the point of the participants. To understand their feelings, ideas and values and to focus on structure rather than personalities or competence.

Diagnosing: The ability to define the problem and choose an intervention and action.

Supporting/encouraging: The ability to provide verbal and non verbal indicators of encouragement, affirmation, appreciation and caring. To assist in a joint search for solutions

Challenging: The ability to confront, disagree, or to stop a process without being rude

Openness: The ability to invite dialogue, to receive feedback and to be prepared to examine one's own attitudes, values and ideas and to change them, if necessary.

Modeling: The ability to include oneself as a model in the group

Facilitating strategies

Exploring the different areas and breaking the conspiracy of silence can be a very sensitive process. Strong feelings may be stimulated. It is important that the participants feel comfortable to speak and express attitudes and feelings in the class. Therefore one should begin by suggesting the following rules before any discussion:

- 1) **Respect** – the participants must respect each other's feelings and opinions, even when they do not agree. Courtesy is critical.
- 2) **Interruptions** – the speaking order should be agreed on by the class so that each participant has a chance to speak. The others should not interrupt.
- 3) **Time** – each participant should pay attention to how long they speak and not take up too much time. The facilitator should decide the amount of time allowed per person.
- 4) **Participation** – each health care worker is expected to participate and contribute to the discussion. Group members who are uncomfortable will not be forced to speak, but will be encouraged to participate.

In order to set a good example for health workers, the facilitators need to

1. Treat the health workers as their equals - and as friends
2. Respect their ideas and build on their experiences
3. Invite co-operation; encourage helping those who are behind
4. Welcome criticism, questioning, initiative and trust defend the interest of those who are behind
5. Learn together with the people and share their dreams.

Description of Different Training Methods

Some important learning training methods that can be used in the modules are described below. Apart from actual procedures involved in using the method effectively, its advantages and disadvantages have also been mentioned. The methods described include:

1. Lecture
2. Group Discussion
3. Case Study
4. Audio visual methods
5. Role Play
6. Games and Icebreakers

1) Lecture

The lecture method is an effective way to introduce new information or concepts to a group of learners. The learners always appreciate a concise, stimulating and well-delivered lecture. Unfortunately few lectures are well prepared or learner-oriented. Besides it is often used in such a manner that it is one-way, monotonous, directive, and encourages passivity. But it need not always be so for the lecture is a valid method in the participatory training framework also. The point is how to make it interesting and participatory.

How the should a lecture method be used?

The lecture method is primarily used to build upon the learners' existing base of knowledge. Thus while beginning a lecture it is essential to site the lecture at the learners' level. This can be done by asking some relevant questions, and not starting straight away. Thereafter, the trainer will have to make constant efforts to situate the new information in the context of the learner by continuously providing examples and illustrations to relate it to the learners' context.

Giving an effective lecture

- Prepare for the lecture, become very familiar with the subject matter
- Identify and prepare supporting aids to illustrate the points made
- Keep chalk and blackboard or flip chart and marker pen ready for noting key points
- Provide examples to link the subject matter to the lives of the learners

- Sequence the contents logically, sequentially and systematically, building upon previous content areas
- Ask questions to check whether the learners are following
- Provoke the learners to ask questions
- Maintain eye contact with the learners to assess whether they are following or not, whether they are interested or bored
- Maintain time stipulations, don't get carried away, but at the same time don't sacrifice essential material for the sake of time
- Have a seating arrangement in which all can see the aids equally well and hear the lecture. A circular seating arrangement, or if there are too many people, a double circle is useful
- Be aware of your own body movements, and facial expressions
- Speak clearly, loudly, and use simple language
- Avoid being prescriptive, try to be provocative
- If there is more than one trainer, then the others can supplement, as well as monitor the process of learning.

Advantages

- Allows the presentation of facts, information and concepts in a relatively short span of time
- Multiple resource persons, knowledgeable and with different points of view can interact with the learners
- Can be used with illiterate learners
- A diverse range of supportive materials can be used to support the content areas, e.g. slides, charts, posters, etc.
- A large number of learners can be accommodated at one time.

Disadvantages

- The world view of the speaker dominates
- It does not promote interaction in most cases
- Participants can get carried away by the charisma and personality of the speaker instead of focusing on an analyzing what he/she is saying
- The pace is trainer-controlled.

2) Group Discussion

This is a commonly used method because a group discussion uses learners' own past experiences in a very deliberate manner. In this method the learners are divided into groups of 5 - 15 and given a real life or relevant subject matter or question to discuss. This discussion is carried on by the learners on the basis of their own past experiences, attitudes and values, from which they arrive at new knowledge and new insights. Discussion cannot be hypothetical or speculative. It is important to realize that the discussion is not an end in itself but rather

each small group should then presents its discussions to the large group and on the basis of their presentations, working principles should be developed. It is a common mistake to have the discussions without subsequent presentation and summarization.

Steps

- Instruct the group clearly about the task, specify time and the form of presentation
- Divide the large group into small groups
- Different groups may be given different tasks; in this case the groups should be divided first
- Let the groups discuss (through sharing and analysis) the matter under consideration for the stipulated time
- Let all the groups reassemble into a large group
- Let one or two individuals from each group present their discussion to the large group
- Add any relevant points that you feel have been left out and use the group presentations to arrive at a theoretical framework

Advantages

- It allows the learners to be in control, in respect of pace, content and focus
- It provides opportunities for the learners to express themselves
- It allows the learners to validate their knowledge and skills
- It allows learners to clarify, reflect and reconfigure their experiences
- It helps in promoting a sense of belonging in a group
- It can be empowering once the learners realize their own ability for critical thinking and change through this medium

Disadvantages

- It is time consuming
- It requires facilitation, if facilitation is poor then the process is vitiated
- There is a possibility that dominant or aggressive members may hijack the process
- Members might not be serious and that affects the quality of the discussion
- Requires more space than a lecture
- It is difficult to monitor the progress of many different small groups
- Trainer needs special skills to facilitate, debrief and summarize the discussions

3) CASE STUDY

In this method, other's experiences are provided to the group in the form of a case study. These experiences are reflected upon and analyzed by the learners to then extract or arrive at new principles. The learners' own experiences, values and feelings form the basis for analyzing others' experiences. Case studies (and stories) may be presented in written or verbal forms or even through the medium of film or song, depending on cultural appropriateness.

Steps

- Present the case study
- Divide the group into smaller groups and give them the task (question)
- Allow individuals to reflect
- Let them discuss
- Debrief and consolidate

Advantages

- Simple
- Can be used with illiterates and relatively unsophisticated people
- Can be used for cognitive learning too
- Low cost, culturally appropriate.

Disadvantages

- May be difficult to find an appropriate case study
- The case study may be too general to focus on a specific issue
- Case studies written by someone else contains within it the writer's perceptions, feelings and ideologies which may lead to distortion of the objective reality
- Hypothetical or prepared items may be too idealistic.

4) Audio Visual methods

These include videos, flash cards, flannel graphs, picture scrolls etc. In audio visual methods the advantages and disadvantages are almost the same as above. The only reason for treating it separately is that it is a very important medium when dealing with illiterates. It can also be used in a variety of ways: singly, a number of pictures sequentially, or a number of pictures without any sequence. A story can be substituted with a sequence of pictures, or else learners can be asked to make a story with a jumble of posters. The various modes of use depend on the purpose.

5) Role Play

One of the most common training methods in use is called Role Play. Role Play is used in a variety of ways:

- a) A small group enacts a role-play about a situation while other learners observe. A discussion follows that enactment. In this use, it is similar to a demonstration where learning occurs through observation. Such role-play can be enacted by the trainers themselves, a few outsiders, or a handful of learners, with or without trainers.
- b) Secondly, role-play is used to stimulate discussion on complex issues. A brief enactment by trainers or learners or both can be used to stimulate further group discussion on similar issues and experiences that learners share. This method of learning is essentially group discussion where role-play merely acts as a stimulant or catalyst for the discussion that follows. In this use, it is similar to an aid like charts, video clipping, etc.
- c) In certain situations, a role-play is also used to practice some skills. For example. The adult education instructor can be trained to practice how to motivate adult learners by enacting different roles. The prime method of learning here is by practicing and receiving feedback from learners and trainers after that practice.
- d) In the fourth way, **a role-play is a re-enactment of past experiences**. In this sense, all learners are involved to enact an issue or a situation about which they are familiar in their past. For example, a group of 25 illiterate women learners can be divided into 5 sub-groups to prepare and re-enact the experience of being a wife in the family. Since all the learners share this experience and all of them are involved in re-enactment, **learning occurs here through the twin steps of preparation and re-enactment**.

This approach is particularly useful where learners share a somewhat similar experience and that experience or issue is difficult to recall because of its emotional valence. It can also be used where the possibility of recall of past experience is likely to be uneven among learners. This use of re-enactment as role-play is particularly apt for issues dealing with complex emotional and attitudinal aspects of learning.

Obviously, the choice of a particular use of role-play depends on the learning agenda, group of learners and trainer's capacity. But it is important to remember that the fourth type of use mentioned above implies learning from re-enactment of past experience, which can be a powerful method if the focus of learning is awareness.

Of course, in whichever way role-play is used, a discussion must follow to process the experience of either observation or re-enactment. It must be remembered that real consolidation of learning through role-play occurs through the steps of preparation, re-enactment, discussion, processing and analysis with generalization to real life situation.

Advantages

- It is energizing
- It helps the suppressed and illiterate to express their feelings
- It is simple and low cost
- It focuses on problems which are very real in nature
- It presents complex issues simply and in a short while
- It does not need material or advance preparation

Disadvantages

- There is a possibility of it becoming entertainment which vitiates learning
- Participants can get too involved in their roles and later lose objectivity during analysis
- Acting can become an end in itself and participants can overact or distort the roles
- That the observers need to observe must be explained clearly or else the discussion, which occurs later on the basis of this observation, will be inadequate.

At the end of role-playing

Role-plays can become charged with emotion. Bringing people 'out' of their roles is of paramount importance, otherwise negative or hostile feelings may persist, causing continued discomfort and anxiety.

Techniques for doing this include:

- Engaging in discussion of a totally unrelated topic to promote interaction that brings the group back to the 'here and now'
- Allowing further discussion of any issue of concern
- Allowing objective feedback on aspects of the portrayal of the roles and how real the situation felt
- Asking actors and observers what they liked about the interaction and what might have been done differently
- Asking the class what they learnt from the role-play
- Drawing the class' attention back to the objective, or to the main points that the role-play was to demonstrate.