COMMUNICATION SKILLS FOR TRAINERS

Manual for Trainers

TRAINING
CENTRE FOR
WATER AND
SANITATION

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TRAINING CENTRE FOR WATER AND SANITATION

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Trainers Guide to Effective Communication

WHAT THIS GUIDE IS ABOUT

THIS TRAINING GUIDE has been designed to provide personnel working in the water and sanitation sector with some practical guidelines to effective communication. It does not however, provide information on every possible method of communication. The guide also contains a range of suggested activities which are designed to assist the user to identify and solve problems in communication. The information is presented in seven parts.

A communicators checklist and a sample Communications Skills Workshop Programme can be found in the Annexes.

How To Use This Guide

It is intended that Instructors will use this Communication Skills Guide as a tool in communication skills practice. The guide is designed in a modular format so that so that information can also be managed in parts and as the basis for a communication skills workshop.

Each part of the guide provides background information and theory relevant to a range of topics. Users are encouraged to work through the different parts of the guide and to attempt all or most of the suggested activities which are designed to illustrate different concepts. These activities are presented in a number of different ways, eg, case studies, discussion topics, paired discussions etc. Examples for each activity are taken from the field of water and sanitation.

A Communications Skills Workshop Programme is provided in Annex 2 as a guide for those who may wish to use this manual as background information for a communication skills workshop.

PART ONE

INTRODUCTORY ACTIVITIES

PART ONE

INTRODUCTORY ACTIVITIES

Do you ever feel strange, apart from others and perhaps a little shy when joining a group for the first time? This is not unusual, and we can do something about it!

Try these introductory activities as a method of assisting the introductions of Workshop participants and Course participants to a Communications Skills Session.

ACTIVITY 1: MAKING AN INTRODUCTION.

Aim: To enable group members (Workshop participants, Course participants) to meet and exchange background information

Time: 15 minutes for personal interviews; approximately 2 minutes for each introduction in the main group.

Method: Every person in the group should be encouraged to pair off with another person whom they have not had the opportunity of meeting before.

The objective of the activity is for each person to "*interview*" the other with the purpose of introducing their partner to the main group. Making brief notes where necessary, the "*interviewer*" could ask questions about the following:

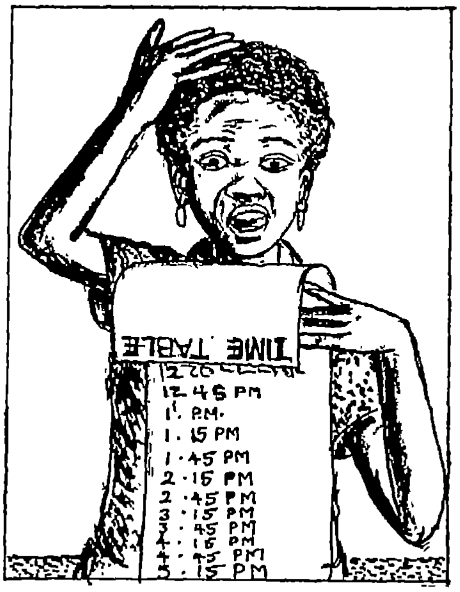
- Home, schooling, formal education
- Hobbies
- Ambitions
- Likes, dislikes
- Course expectations
- A life-long dream
- Any other interesting information, achievements etc

Reconvene the main group. Partners are then asked to rise and formally introduce the person whom they "*interviewed*". Each introduction be as lively as possible and take not more than two minutes. Reading from notes is not permitted and frequent use of personal names should be encouraged!

The interviewing activity could take place during an informal break, at tea time or lunch time. It should take place early on in the programme.

TIME: Allow approximately 40 minutes for the exercise for 15 participants.

ME TEACH? NEVER!



Have you ever found it difficult to get people to understand what you want to say or what you mean? Do you ever get discouraged about the reaction of a learner group when you teach? The District Administrator may wonder why the District Team do not seem to understand what has been said at a meeting; the Field Officer may wonder why the community do not act on his advice, the Clinic Nurse may be surprised to find that a patient does not return for treatment. There is evidence around us that we and many of those among whom we work and play, fail to communicate effectively.

It is not unusual for those who play leading roles in the Water and Sanitation Sector to be called upon to share their knowledge and their experience. This inevitably means that personnel at these levels will sooner or later be expected to teach others. This may mean sharing information informally with groups in the field, or formally in a classroom situation. Sometimes we may be called on to present a paper at a large meeting or a conference. It may also mean "*teaching others how to teach*".

But teaching is one thing for the trained instructor.It is more difficult for those of us who have never learned the art of public speaking, nor learned to lead a group discussion or manage large groups of learners. It would not be unusual either, to find that many of us are unsure about how to manage training aids such as overhead projectors or slide projectors and wall charts.

In order to meet training situations with confidence it is important for personnel in leadership roles to learn the skills that will make for more effective communication.

To do this we need to:

- ***explore and identify*** our fears and expectations with respect to the communication process
- ***find out more*** about the theory of communication; what makes and what breaks effective communication; how it works
- ***become familiar with*** the different methods of communication and their uses in teaching and education
- ***try out*** what is learned and pass it on to others

Try the activities that follow. They will assist in starting this process.

ACTIVITY 2: EXPLORE YOUR FEARS AND EXPECTATIONS ABOUT TEACHING

Aim: To facilitate the exploration of fears and expectations with respect to teaching and to show that these are commonly shared.

Time: 15 minutes

Method:

- Participants to divide into small groups of not more than 4 people
- Each participant to get two slips of paper
- Participants to write their fears about teaching on one slip and their expectations on another
- Now ask participants to swop papers and share what they have written with their group
- Display the slips of paper on a board for others to read

It is not unusual to hear comments about recent learning experiences; some of which are positive and others negative. All these comments are related to the methods and the modes of communication. For example:

"*wasn't that lecture long and boring*"

"*what an interesting talk, how well she put the message across*"

Explore this further with your group in ACTIVITY 3

ACTIVITY 3: WORST AND BEST LEARNING EXPERIENCES

Aim: Each participant to identify the elements which made up the worst and the best learning experience they can remember

Time: 10 minutes

Method:

- Participants to divide into small groups of not more than 4 people
- Each participant to get two slips of paper
- Participants to record their worst learning experiences on one slip and their best on another
- Now ask participants to share what they have written with their group
- Display the slips of paper on a board for others to read

PART TWO

LEARNING AND COMMUNICATION

PEOPLE REMEMBER

20% of what they hear

40% of what they see and hear

80% of what they discover for themselves

HOW CAN AN INSTRUCTOR HELP THE LEARNER?

The old method of teaching was for the instructor to do all the talking without allowing much time for questions, for discussion or for interaction. But times have changed. We know now that trainees do not learn much when the instructor is "*talking*" and not "*communicating*". We also know that there are many different teaching aids and methods which can be packaged together to make training a more stimulating experience for both the learner and the trainer. It is therefore important for instructors to learn how to make communication as effective as possible.

2.1 RECOGNISE THAT LEARNERS BELONG TO MANY DIFFERENT GROUPS

Working in the water and sanitation sector means working with men and with women of varying ages from different backgrounds. This means that communicators need to carefully "*package*" and "*tailor*" information to suit the demands of their audiences. Communicators also need to be familiar with different "*settings*" in which information is likely to be shared. This may vary from the classroom setting where teaching aids such as chalkboards and overhead projectors are more readily available,to the field setting where teaching resources are limited and learning takes place "*on the job*"; possibly at the project site. Communicators also need to become familiar with the different ways that people learn and which factors prevent the learning process from taking place.

2.2 ADOPT A LEARNER CENTRED APPROACH TO TEACHING

Teaching is hard work if the trainer does all the talking. It can be made easier if communicators adopt an approach which is less directive and more "*collaborative*" in style which, if properly, managed can ensure greater learner participation. To do this communicators need to learn different techniques of involving the learner in activities that will promote dialogue,an interchange of ideas information and feedback. Group activities, such as discussions, simulation games and other methods can be used to promote a learner centred approach in adult education.

Learner centred teaching helps to:

- expand existing knowledge bases and build skills in the target group
- promote an openess among learners
- promote study areas outside the formal classroom
- utilise experience within the target group

2.3 FIND OUT ABOUT THE COMMUNICATION PROCESS

Ideally, communication should be a two way process where ideas, feelings and knowledge are shared between two or more people, sometimes a group of people, who show their response through speech or action. Families, communities and countries are linked by many different forms of communication which takes place through many different mediums: print, pictures, moving images and the spoken word, through action.

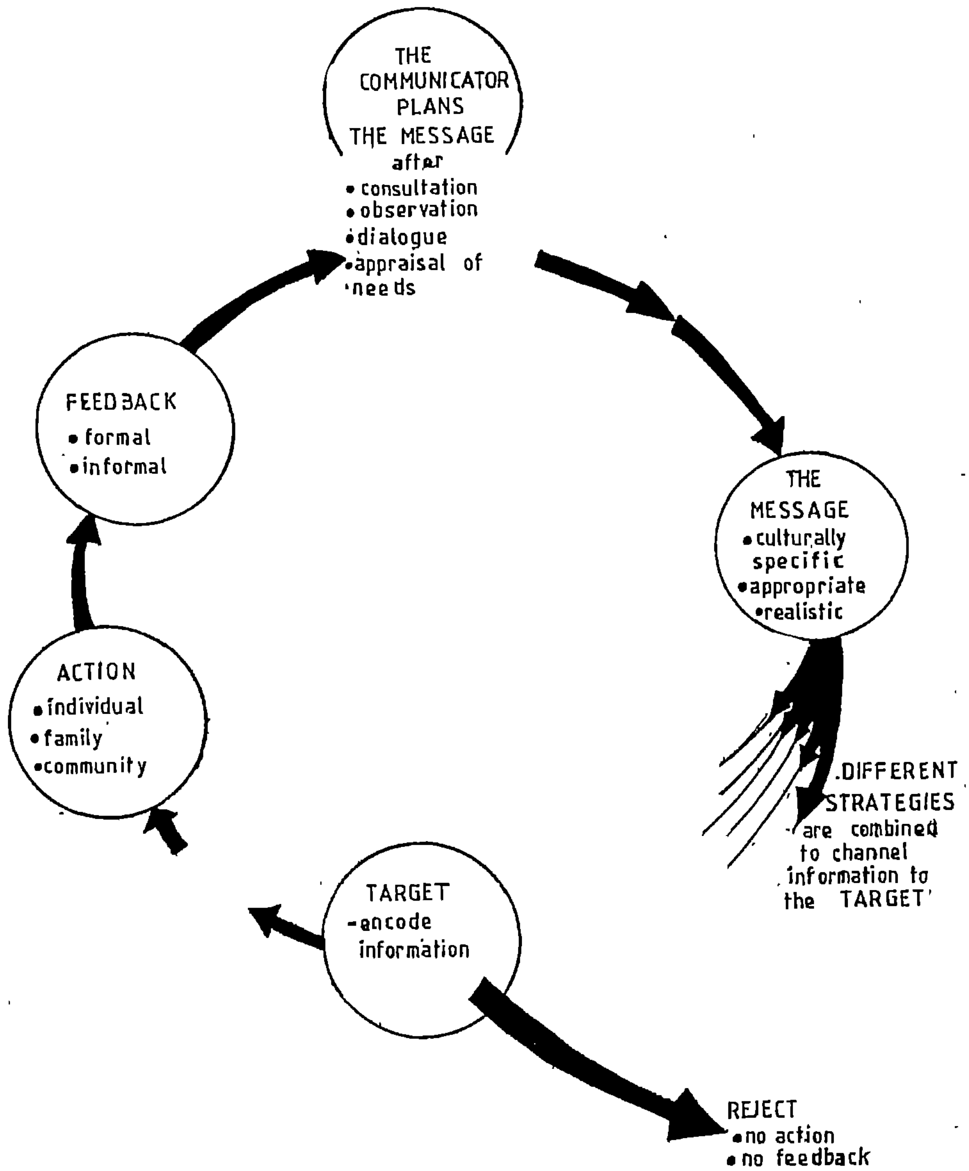
When describing the communication process we consider:

- the sender of a message; also called the *communicator*
- the message which is designed for different purposes; for example, to create awareness, to provide information, to teach skills, or change attitude and behaviour
- the channel through which the message is sent; this may vary from a film to print media
- the receivers or the target who have special needs and either accept or reject the information contained in the message

The communication process is completed when there is feedback to the sender of the message. Feedback may be informal eg, by word of mouth, or formal, eg through the written word.

This communication process is illustrated below:-

FIGURE 1. THE COMMUNICATION PROCESS



In order for communication to be successful; that is for the message to be understood and a response shown, certain important things have to happen.

Firstly:
The sender of the message must *plan* the communication carefully. This means that a good understanding of the target, who may be individuals or a group, must be reached. The communicator needs to know about:

- the language spoken by the target group
- the literacy level of the target group
- the existing levels of understanding about the topic to be taught
- the cultural beliefs of the group

Secondly:
The sender needs to plan the message to meet the needs of the target group. The message must be designed for the purpose intended so that:

- it is clearly understand
- an appropriate channel can be selected through which the message can be transmitted
- feedback can be obtained from the target group

Thirdly:
The channnels of communication must be carefully selected to help the communicator to achieve the teaching objective. For example, if the communicator wishes to assist a group of villagers to reach a decision about a certain issue, then a channel which promotes dialogue should be selected. In this case a focus group discussion or other methods which promote participation would be appropriate.

Fourthly:
The communicator should, where possible, observe the target group carefully to see if the message has been received and understood.
This can be done informally by:

- listening to what is said
- watching for reactions

Or more formally by:

- testing ie, by asking people to do something or write something down

2.4 FIND OUT WHAT HINDERS AND HELPS COMMUNICATION

Field workers in the water and sanitation sector will encounter learner needs which vary from a desire for technical advice to the solving of a problem of non-participation in the community. Communicators may find however, that the people are not always receptive to their communication efforts. For example, a communicator may find difficulty in convening a meeting in a given community on a certain day because of another important social event, or because the women are busy harvesting a crop and have little time for other activities. Other problems may be related to a lack of formal education and a corresponding low rate of literacy in the target group. Problems related to physical disability or poor health in the community can also hinder learning.

2.5 COMMUNICATION FAILS FOR MANY DIFFERENT REASONS

- the communication may be one-way and restrict the opportunity for response from the learner
- the learners may have expectations of their own and may be unprepared for the learning experience

- the information may be presented by the instructor in a boring, inappropriate, irrelevant, complicated manner
- the instructor may present an unfriendly, cross attitude, be too superior, or culturally distant
- the learning environment may be inappropriate ie, too hot, too crowded, dark, too far away

2.6 COMMUNICATION PROBLEMS IN WATER AND SANITATION PROJECTS

Approaches to community education in water and sanitation projects have changed considerably in recent years. In the past communication tended to be "*top down*" with the Field Worker doing all the talking. Today the community is encouraged to enter into dialogue and discussion with the field worker and the emphasis has moved from the "*telling*" of facts towards the "*selling*" of ideas. We now use communication as a tool to create awareness and to encourage active participation in projects.

However, communication does fail from time to time and is not an uncommon cause of programme failure. It can fail at any phase of the project; for example:

- ***in the planning phase*** of a water project because key leaders were not consulted and awareness was not raised
- ***in the organisational phase*** of a latrine project because building instructions were not clear
- ***in the maintenance phase*** of a water project because the community had not been taught how to maintain the pump or had not been invloved from the beginning
- ***in the evaluation phase*** of a sanitation programme because an outsider neglected to consult the community about certain important issues.

The case study in Activity 4 illustrates certain issues related to differing styles of communication. Use the information learned so far to analyse the problem.

ACTIVITY 4: MR TEMBO AND THE PUMPMINDERS

Aim: For participants to explore certain issues related to differing styles of communication

Method: Work in groups. Read the Case Study and answer the questions

Groups will be called on to respond to at least one of the questions listed at the end of the case study

Time: 30 minutes

CASE STUDY: MR TEMBO AND THE PUMP MINDERS

Mr Tembo is a newly qualified Field Officer. As part of a big move towards decentralising pump maintenance, his Ministry assigns him, along with a Donor Agency to work with the Kabanga community on a long term pump maintenance project. This idea is new to the Kabanga community, Mr. Tembo is pleased about his responsibility, eager to please his superiors and excited about the big task ahead.

Tembo calls a meeting at community level and reads out a long document containing details of the proposal. He asks for questions and there being none, explains that his Ministry requires everyone to participate in the programme. He also explains that to start this programme it would be necessary to undertake a survey to find out the location of all the new pumps so that the community could be sure to select Pumpminders who lived close to the Water points. A spokesman for the community tells Tembo at the meeting that the people had recently participated in such a survey and therefore do not see the reason for another, which in any case takes time. It is also reported that as many men were working in the town, it would mean that Pumpminders would not necessarily be those who lived close to the water point. Mr Tembo points out that he has been instructed by his Superiors to carry out the survey and that it would have to go ahead without fail. He takes pains to explain that he is new at the job and pleads with the people to show confidence in him,the new project and to therefore participate. Mr Tembo then sets the survey date for the following week and says his farewells promising that there will be some form of "*celebration*" when it is all over. Feeling a sense of relief he returns to the city for the weekend.

The following week Mr Tembo arrives in the community accompanied by his Superiors and is surprised to see that no one has arrived at the meeting place. He calls at various houses only to find that people were out in the fields or have gone in to the nearby growth point to drink beer. Tembo is amazed and embarrassed. Did the community not understand the importance of the Pump Maintenance Project and how vital it is to please the Officials who have obviously spent so much time planning the programme? What could have gone wrong?

QUESTIONS:
- ***How was Tembos' working style?***
- ***What examples of his behaviour make you think this?***
- ***How should the matter been handled?***

ACTIVITY 5: COMMUNICATION BREAKDOWN IN WATER AND SANITATION PROJECTS

Aim: To facilitate the identification of communication problems which commonly occur in water and sanitation projects

Time: 40 minutes

Method: Break into small groups for discussion. Using the guide sheet provided, summarise likely communication problems which, in your experience are known to occur in water and sanitation projects. Use the theory you have learned thus far as a guide to your analysis which should be comprehensive, with as many examples as possible. Rapporteur to record discussion on the guide sheet provided and report back to the main session.

Each group to prepare a small role play to MIME one "*burning*" issue. The mime should not take more than 3 minutes. Group to guess the message of the mime.

GUIDE SHEET FOR ACTIVITY 5

PROJECT PHASE	COMMUNICATION PROBLEM
Planning	e.g. lack of contact with key leaders e.g. top down approach
Mobilisation/Motivation/Awareness	
Implementation/Activation	
Maintenance and Evaluation	

PART THREE

PLANNING OUR COMMUNICATION

In this part of the guide information about step-by-step planning for communication is provided

PART THREE:

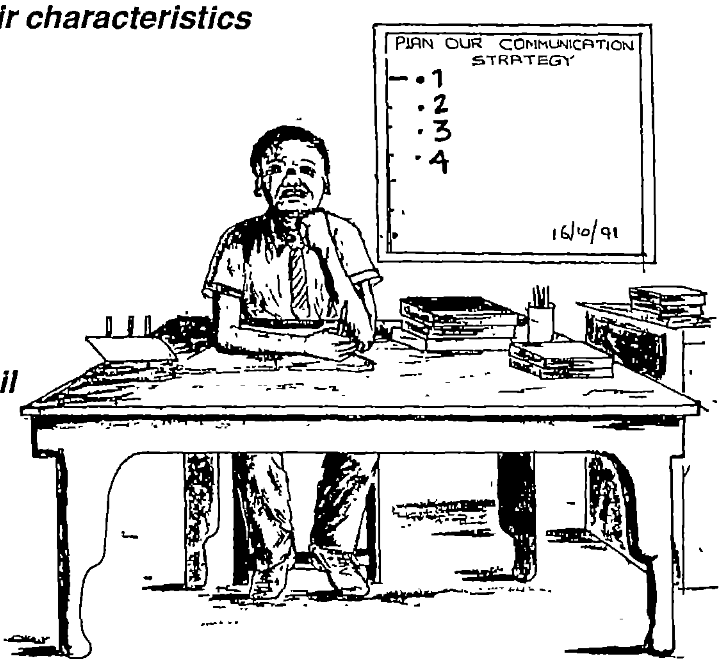
PLANNING OUR COMMUNICATION

INTRODUCTION

In the previous part of this guide we considered how people learn and what makes or breaks effective communication. In this part of the guide we discuss a scheme for ***planning*** a communication effort so that objectives can be carefully set and methods for achieving and evaluating the work can be systematically followed.

FIGURE 2 - SHOWS THE STEPS IN PLANNING A COMMUNICATIONS PACKAGE

- ***Identify clients/audience/and their characteristics***
- ***Identify client/audience needs***
- ***Decide goals***
- ***Formulate objectives***
- ***Identify resources***
- ***Plan content and method in detail***
- ***Plan evaluation***
- ***ACTION!***
- ***Evaluate***



3.1 STEP BY STEP EXPLANATION OF THE PLANNING PROCESS

STEP 1: *IDENTIFY CLIENT CHARACTERISTICS*

Communicators should have a good background knowledge of characteristics which make up the learner group. We need to know for example;

- their experience and knowledge of the issues under debate
- their attitude and level of motivation - will they regard the intervention as an asset or a waste of time?
- their experience in educational methods - are they able to participate in a group discussion or other participatory activities without feeling threatened?
- their level of receptiveness- are they quick, slow, confused
- their problems, their limitations, their strengths and skills

STEP 2: IDENTIFY CLIENT NEEDS

The communicator needs to ask:
What sort of need exists? ie,

- **is it an imposed need**, ie
  a need which is defined by the experts, eg as in Case Study about Tembo and the Pump minder
- **is it a felt need**, ie,
  what the people want. A felt need may be inflated by peoples' perceptions and knowledge about what is available, eg, a community leader may feel a need to know more about the funding arrangement for a project than the Donor Agency is willing to communicate
- **is it an expressed need**,ie
  felt need which has been turned into an expressed demand. Expressed needs very often clash with imposed needs, for example, a group may express a need for more information about a project than the Project Worker is willing to give.

The communicator also needs to ask *WHO* decided there was a need, eg
- the People?
- the Local Authority?
- the Provincial Authority?
- Head Office?

Data must be collected from reliable sources for a needs identification. This may involve;

- **gathering information from the client population**, ie, what do they perceive as a problem, what are their beliefs and attitudes, what do ***they*** feel to be the "*right*" solution?
- **assessing the environment**; what are the problems, who can assist, what resources are available, what skills exist within the community
- **identifying the range of perceptions held about an issue** eg, a health problem such as diarrhoea

NOTE: It is preferable for the client population become activly involved in the collection and analysis of information for a needs assessment. This can be done by using methods such as:
- community meetings and workshops to discuss needs
- community mapping to show the physical charateristics of the environment,eg,existing water points, latrines, wells,clinics etc.
- pictures codes which promote dialogue about an issue and lead to identification of specific needs, eg the need for a washing slab at the water point
- pocket charts or pictures which assist in collecting data about behaviour eg, where people collect their water or how they collect their water
- visits to other projects
- checklists which assist in the collection of information which can be quantified or counted

QUESTION : **Work in pairs. Refer back to the case-study of Tembo and the Pumpminder.**

- *Who defined the need?*
- *Was there a need?*
- *What was the need?*

Be prepared to feed back your findings to the group.

STEP 3: *DECIDE ON THE COMMUNICATION GOALS*

At this stage it is very helpful to broadly define what you want to do; ie, you need to define your GOALS. Do you need to:

- raise awareness?
- explore attitudes?
- share information?
- assist clients to make decisions?
- help people to change behaviour?

It is not possible to decide about the content or the teaching methods to be used in the communication process until the goals have been decided.

STEP 4: *FORMULATE OBJECTIVES*

Once the goals of the programme are identified, then the objectives which are more specific than goals, can be defined. The objectives are formulated from the goal eg:

GOAL: To promote hygienic practices **of water collection and storage**

OBJECTIVES:

- To encourage women to clean their containers before water collection
- To promote the storage of water in clean containers in the home
- To teach mothers about the diseases that arise from poor water collection practices

It is uncommon to find that the objectives of a communication programme are concerned with different objectives ie,

- providing information
- changing attitudes
- promoting behaviour change
- teaching new skills

QUESTION: Work in groups. Refer back to the case-study about Mr. Tembo and try to define Tembo's objectives. What did he want to achieve :

Be prepared to feed back your findings to the group

STEP 5: *IDENTIFY RESOURCES*

A number of resources need to be identified in a communications programme.

- ***Firstly*** there is you; your knowledge, your skills your enthusiasm energy and time
- ***The second*** resource is the people who will assist you; your colleagues,your back up staff, etc
- ***Thirdly***, there is the client group; who may have a vast body of skills and knowledge which can be built upon and utilised
- ***The fourth*** resource is the people who influence the client group; the key leaders, the politicians, the teachers, the friends, the influential leaders
- ***The fifth*** resource is the existing policies and plans; ie those which are concerned with development issues, at all levels; District, Provincial and National
- ***The sixth*** resource is the existing facilities and resources; ie those available for teaching and instruction etc
- ***Other*** resources are those to which we refer as material resources; ie the teaching aids, the equipment, the finance, the paper etc

STEP 6: PLAN CONTENT AND METHODS IN DETAIL

This is the stage where you plan exactly what you want to do and how to do it, that is, given:

- your goals
- your objectives
- and your resources

It is now important to ask these questions:

- *Which communication methods are most appropriate for the objectives in hand?*
- *Which communication methods will be most acceptable to the clientele?*
- *Which communication methods do you feel most comfortable to use, given your training,your skills and the human and other available resources ?*

Information about the appropriate selection of teaching methods is presented in Part Four of this manual

STEP 7. PLAN EVALUATION METHODS

How will you know if your communication efforts have been successful and how do you measure success?. There are no easy answers. Long term evaluation is expensive and often requires the services of outside "*experts*". It is therefore less cumbersome to plan out more modest ways of evaluating your communication efforts. It also important to understand the value of utilising the community to assess the results of a project or programme. This can be done by:

- counting
- observing
- measuring
- recording information

The results can be communicated to the community in different ways, for example:

- visually using simple charts and pictures
- at meetings
- in discussion groups
- using methods such as drama

Since evaluation means making a judgement about an activity, we need to be sure what we want to judge. Do we want to judge the ***outcome*** or ***the effectiveness***, or do we want to judge ***the process***.

In measuring the ***effectiveness***, we are trying to measure whether we have achieved the *objectives* which were set.

In measuring the ***process*** we are trying to measure the *appropriateness* of our methods.

METHODS OF EVALUATION

A. OUTCOME EVALUATION

What you assess will depend on your goals and objectives, **ie;**

- Changes in awareness can be assessed by:
  - measuring interest
  - measuring uptake of services etc
- Changes in knowledge can be assessed by:
  - observing changes in behaviour

- assessing increase in knowledge through interviews,observation etc
- discussing progress

- Changes in attitudes/self awareness etc can be measured by:
  - observing changes in behaviour
- Changes in behaviour can be measured by:
  - observing changes in behaviour
  - records of client behaviour etc

B. PROCESS EVALUATION

The process of your communication can be measured by:

- Self-evaluation,ie, what ***you*** as the communicator felt about the session/s, what ***you*** felt you could do to improve
- Peer evaluation, ie, how your ***peers*** felt about the methods and techniques you used, how they felt you could improve
- Client evaluation, ie, how the ***clients*** felt about the process. This could include written or oral feedback

STEP 8. ACTION STAGE IN A COMMUNICATIONS PROGRAMME

This is the stage in which the communication is initiated. The process of communication will pass through several stages of a programme, for example in a water and sanitation programme the communication efforts would start early in the planning phase and progress through ***every*** phase of the project until its completion.

STEP 9. EVALUATE

The evaluation is carried out and the results are fed back to the community so that they too are kept well informed about progress.

The evaluation will be related to either the ***process*** or the ***outcome*** and can be carried out in a number of different ways, some of which are listed in *STEP 7*. The results of the evaluation should assist the communicator to re-assess the objectives a communications programme. This may be in order to:

- concentrate communication efforts on a specific target group
- change the goals eg, from a knowledge goal to a behaviour change goal because the clientele show that they are better informed about an issue than was originally thought
- change the method of communication
- make increased use of new teaching technologies
- scale down an over ambitious programme

etc

PART FOUR

INSTRUCTIONAL SKILLS

In this part of the guide information is provided about:

- *The selection of Communication methods*
- *"Talk and Chalk" or "Traditional " Methods of Communication*

PART FOUR

INSTRUCTIONAL SKILLLS

Teaching offers us the chance to become sharers of information and not merely givers of facts.

INTRODUCTION

Teaching is a partnership. It is a partnership between the learner and the trainer through which existing skills are uncovered, new information is added to existing bodies of knowledge, problem solving skills are developed and scope is provided for expression.

No single teaching method is effective on its own. It is therefore important for trainers to learn to select and combine methods to suit the needs of their audience. For example, we know that a lecture is suitable for conveying a lot of facts to many people in a short time; however, a lecture is inappropriate if the aim of the session is to help a group to solve a problem. A lecture would also be inappropriate if an instructor wanted to teach a group of people a skill; a demonstration would be more appropriate. Nor must we think of lectures and talks as being the only "*acceptable*" methods of communication; there are many others such as role-play, drama which are easy to use and which foster an openness in a learning situation.

Communication efforts can also be improved through the use of teaching aids which if correctly used, can greatly assist in transferring information to the learner. It is therefore important to learn how to use visual aids effectively and how to operate and maintain the very valuable teaching equipment to which we may have access.

4.1 SELECT YOUR METHOD – WHICH TEACHING METHOD IS BEST?

Before you select a teaching method know what you want to achieve ie you must know your goals and objectives. If you want to:

- ***teach facts,*** then choose a combination of methods that will help to achieve that objective, e.g. a slide/lecture combination
- ***help the learner to make a decision,*** then choose a combination of methods that facilitate decision making, e.g. a small group discussion, a role play, or other "participatory" techniques
- ***bring about a change in attitude,*** then use a combination of methods that will allow attitude change, e.g. seminars, demonstrations etc..
- ***assist people to change their behaviour,*** then select activities that will facilitate behaviour change, e.g. serialised posters etc..
- ***help people to share their fears and expectations,*** then select methods that will allow this to happen, e.g. written statements, discussion etc

FIGURE 3

GENERAL GUIDELINES FOR THE APPROPRIATE SELECTION OF COMMUNICATION METHODS

GOAL	SUGGESTED METHOD
Knowledge	- chalk and talk sessions - question and answer sessions - seminars - workshops - print media
Awareness Attitude change	- articles in news letters/ newspapers - exhibitions - visual displays - stop and study posters on a particular theme - single glance posters depicting one theme/one message - Programmes on local radio and television - discussions
Behaviour change/decision making	- group discussions - role-play - drama - participatory methods which utlilise stories, visual aids such as picture codes etc
Acquisition of skills	- demonstrations - on job training
Social change	- Work with influential leaders, groups, eminent persons - Lobby policy makers - Workshops

ACTIVITY: 6 COMMUNICATION METHODS RATING

Aim: To emphasise the need to select training/teaching methods which are specific to certain goals

Time: 10 minutes

Method: Work in pairs. Rate those methods which are most appropriate for the range of goals defined in the communication methods ratings table in the guidesheet below.

For example: We know that a lecture is rated as most effective for bringing about a change in knowledge; so we place a cross under "*knowledge*" in the table. Repeat this with every listed method. On completion of the activity, compare paired ratings with those of the main group.

GUIDE SHEET FOR ACTIVITY 6

COMMUNICATION METHOD RATINGS TABLE

METHOD	TRAINING GOALS			
	Practical skills	Knowledge	Behaviour change	Attitude
Example: Lecture method		x		
Group Discussion				
Role Play				
Seminar				
Workshops				
Drama				
Picture codes				
Posters				

HOW accurate was your communication methods rating? Refer back to Figure 3. Then proceed to Activity 7.

ACTIVITY 7: SELECTING AN APPROPRIATE COMMUNICATION METHOD

Aim: To assist trainers to suggest a range of appropriate teaching methods for specific training objectives

Time: 15 minutes

Method: Pair off and select one or more suitable methods of communication for the objectives outlined below.Refer back to Figure 3 if necessary.

Present the findings to the main group.

- USE the guide sheet (below) provided for this activity

GUIDESHEET FOR ACTIVITY 7

GOAL	OBJECTIVES	SUGGESTED METHODS
to promote eg latrine building:	to transfer skills/ information:	❖ demonstration ❖ step by step manuals
To promote The importance of Handwashing (schoolchildren)		
to promote Mobilisation of key leaders for a latrine building programme		
to promote Promotion of Hand pump maintenance (District Team)		
To promote Promotion of Hygienic Water Collection practices in the home (Women)		
to promote Mobilisation of youth in new water project		
to promote Motivation of women to use new washing slabs		

4.2 "TALK AND CHALK"

This part of the guide is concerned with the skills and methods of what is sometimes called "*Talk and Chalk*" or "*traditional teaching*", ie, when the educational goal is specifically to assist learners to acquire knowledge.

Most of us have spent many hours on the receiving end of traditional teaching in a formal setting; ie seated in a classroom in front of a chalkboard. Some of these experiences have been good; others very boring and non-productive. Trainers can benefit however, from thinking about the way that they were taught and it is helpful to examine these experiences more closely with the objective of assessing what assisted and what hindered the learning process.

Activity 8 is designed to assist in this analysis.

ACTIVITY 8: WHAT HELPS AND HINDERS LEARNING?

Aim: To help participants to reflect on those factors which help and hinder learning in the context of '*traditional teaching*'

Time: 15 minutes (including discussion time)

Method: Think of two occasions when you have been a learner, either a student in a class or part of an audience at a lecture, and reflect and identify the factors which helped and hindered your learning. Think of these factors in terms of:

- the learning environment
- the qualities of the teacher
- the presentation

Enter these factors in the guide sheet (next page) provided for this activity

GUIDE SHEET FOR ACTIVITY 8

FACTORS	ENVIRONMENT	TEACHER	PRESENTATION
Factors which helped learning			
Factors which hindered learning			

4.2.1 Some Rules for Good Teaching

Much of our credibility will depend on how we put the message across, how confidently we handle the session and how we manage our teaching aids. It is important that we learn the basic rules for good teaching.

THESE ARE:

- know your subject, know your learner group
- "*sell*", don't tell, avoid the temptation to lecture "*down*" to the group
- work from known to unknown: your starting point is what people know already
- aim for maximum involvement: question, allow time for discussion,take short breaks, keep in touch with the mood, maintain eye contact
- use teaching aids where possible
- ensure that you are familiar with your teaching tools
- allow for individual differences in the learner group; let learners proceed at their own pace
- leave time for re-inforcement and summary
- be prepared to change your approach at any time
- take time to assess progress

SPEAK CLEARLY AND ALWAYS USE LANGUAGE THAT YOUR AUDIENCE WILL UNDERSTAND

IS IT POSSIBLE TO GIVE A GOOD LECTURE?

YES – providing we follow the rules!

Here are some important tips for making a lecture session worthwhile

- Gain attention from the beginning eg, make eye contact with the group. Stand poised and confident but avoid being proud and unfriendly
- Summarise the objectives of the session
- Say important things first
- Give an outline of the session sequence
- Test how much is known, work from known to unknown

MORE BASIC RULES!

- Present the facts logically, clearly, keep to the topic
- Avoid temptation to talk all the time; question; listen; assess
- Re-inforce your presentation with an activity or visual aids
- Summarise key points before closing
- Check to see if content is understood

4.2.2 *Prepare a Lesson Plan If Possible!*

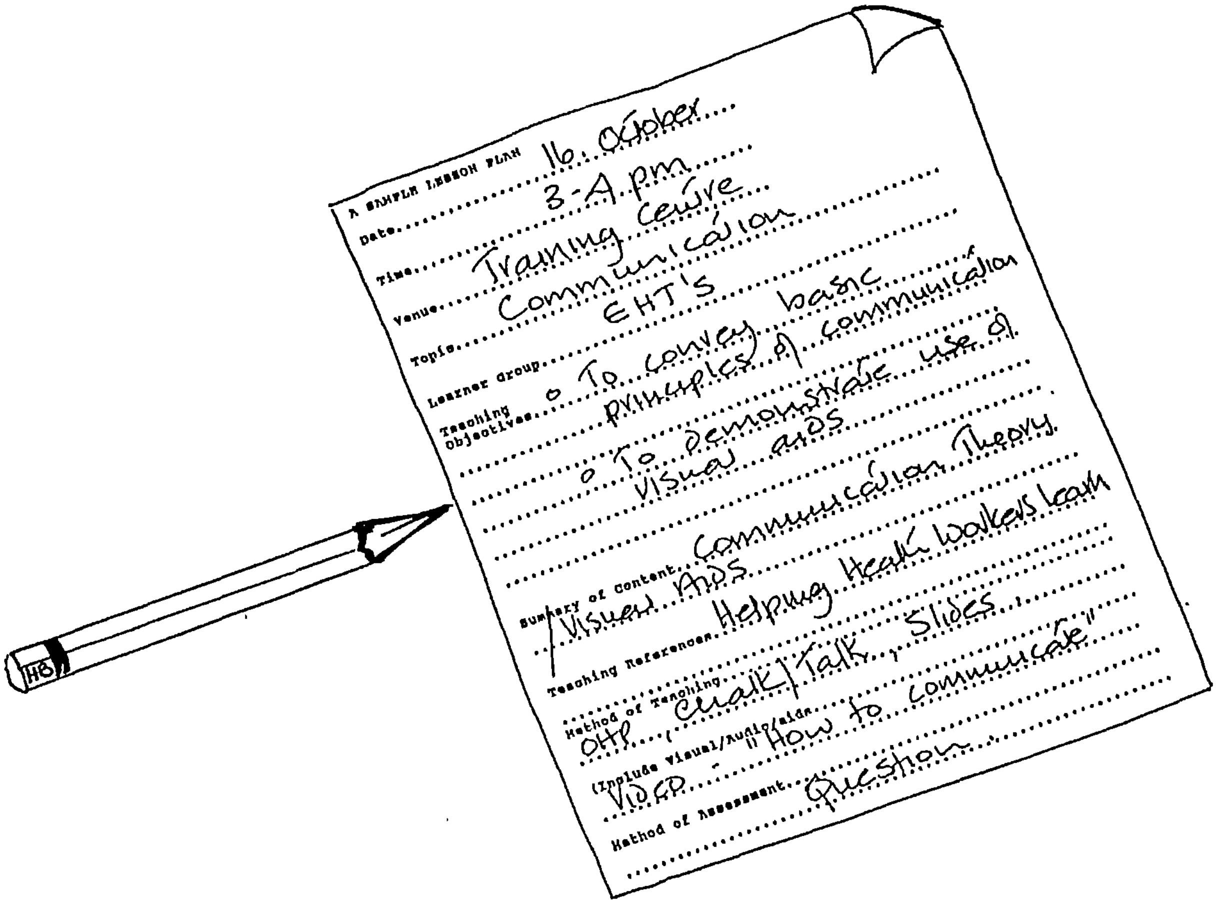
Trainers need to plan learning experiences for their trainees. This is best done by formally writing a lesson plan which will act as a reminder for the training session and a record for future sessions.

A good lesson plan should state:

- who is the learner group are, and what the topic is
- the date, time and venue of the training session
- the teaching objectives and a summary of the content
- the method of teaching (including teaching aids to be used)
- teaching references (or sources of extra information)

Lesson plans can also include information about the special needs of the learner group.

On completion of a session instructors should carefully file their lesson plans away together with any extra notes or information which may be relevant for future training.



4.2.3 *Use the Chalkboard Correctly*

The chalkboard is possibly the most common of all teaching aids. However it is also one of the most abused of all teaching aids because it is often poorly used and trainers do not recognise its potential. But do not scorn the chalkboard too quickly, it is one of the cheapest teaching aids. It is longlasting, simple to use, can be adapted for many different activities and can be very effective, providing it is used correctly.

WHEN DO WE USE THE CHALKBOARD IN A TRAINING SESSION?

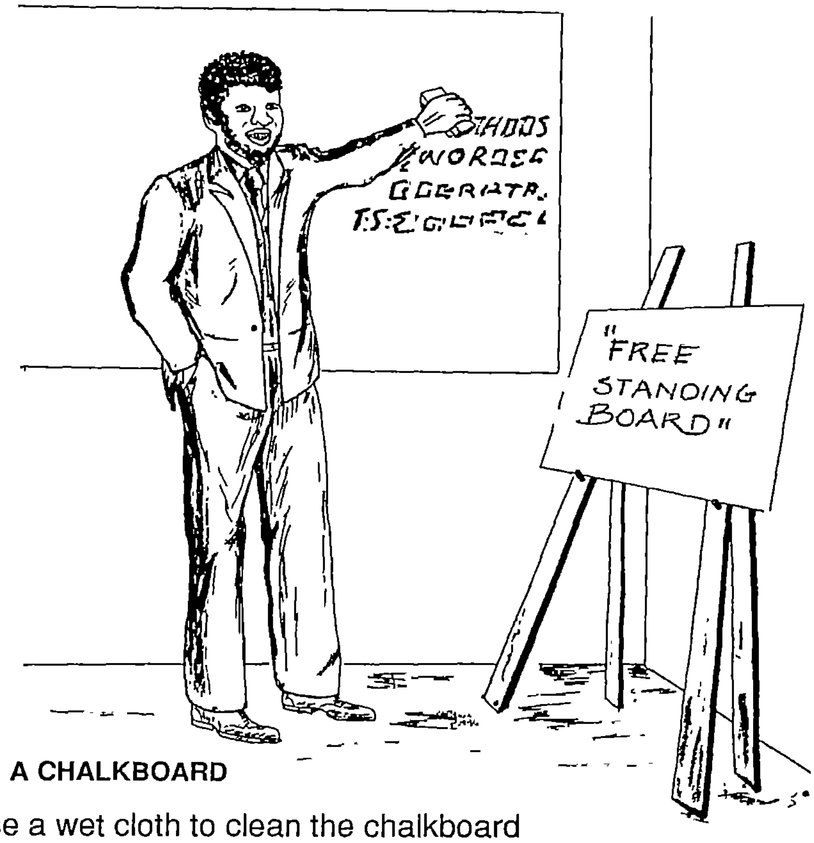
The chalkboard can be used in many different ways ie.

- **To supplement** a talk, or slide show
- **To emphasise** important points, words, definitions
- **To summarise** discussion
- **To leave a reminder** for trainees
- **To encourage trainees to enter the learning activity** by inviting them to write/express themselves on the chalkboard

SOME PRACTICAL HINTS ABOUT USING THE CHALKBOARD

- Plan the session ahead
- Be neat and tidy!
- Hold the chalk firmly; ensure that your writing is the same size and can be seen by all the learners
- Try to keep a straight line. It is not uncommon to see sentences trailing off the board!
- Erase irrelevant words/phrases *PROPERLY!* It is irritating for the learners to sit and look at half rubbed-out words
- Avoid erasing information with your fingers as you write
- Print or encircle important words as you build up the story-line
- Use colours to highlight points, but not too many at once!
- Set a class activity while you write
- Prepare drawings in advance

ALWAYS CLEAN THE CHALKBOARD AFTER YOUR TEACHING SESSION!



FURTHER HINTS ABOUT USING A CHALKBOARD

- Occasionally use a wet cloth to clean the chalkboard
- Soak chalk in a solution of sugar and water it will not spread so much dust!
- Erase using a downward motion, in this way the chalk dust will fall to the floor
- Make coloured chalks by soaking white chalk in dye or coloured ink

ACTIVITY 9: TEACHING PRACTICE

Aim: To provide participants with an opportunity to practice "*traditional teaching*" skills

Time: 10 minutes preparation, 3 minutes presentation

Method: Participants to pair off and prepare a short presentation on any topic; some of the following may be useful "*starters*"

- promotion of a Blair Latrine
- an introduction of a Key Leader
- proposal of a vote of thanks to a Donor Agency

Participants then to take turns to make their presentation, either to the main group as a whole (ie depending on size) or in small groups. Care must be taken to apply the rules of "*good teaching*"

Each group to evaluate the presentations of the other participant groups with reference to:

- clarity of objectives
- sequencing and structuring of points
- choice of language
- balance of information
- use of teaching aids

Rank the presentation on a scale of 1 - 5 with 5 as the highest score

PART FIVE

USING TEACHING AIDS EFFECTIVELY

In this part of the guide we focus on how to use

- *Posters*
- *The Overhead projector*
- *The slide projector*

PART FIVE

USING TEACHING AIDS EFFECTIVELY

WHAT IS A TEACHING AID?

A teaching aid may simply be described as a "*tool for the job*"

There are many examples of teaching aids; each of which can be used to re-inforce the communication process. These include:

- **VISUAL AIDS** (something seen) eg, posters, photographs, models
- **AUDIO-VISUAL AIDS** (something seen and heard) eg, films, television etc, which provide sight and sound

AUDIO and AUDIO VISUAL AIDS can be used in the communication process to:

- Attract and focus attention
- Increase understanding in the learner group
- Invite participation by the learner group
- Consolidate and re-inforce learning
- Create awareness and impact

WHICH TEACHING AIDS?

In this part of the guidelines we focus on how to use

- Posters
- The chalk board
- The Overhead projector
- The slide projector

5.1 POSTERS AND WALL CHARTS

POSTERS and WALL CHARTS are well known to most trainers as a visual medium for transferring information or ideas to the target audience. They are suitable for a wide variety of topics and can be used for different audiences in many ways: For example:

a) **SINGLE GLANCE POSTERS:** should be read and understood quickly by the target audience without the spoken word

b) **STOP AND STUDY POSTERS:** are usually studied more carefully by the observers who need time to look at the pictures and captions.

c) **WALL CHARTS:** usually contain more information than posters and are therefore displayed for referral over a long period.

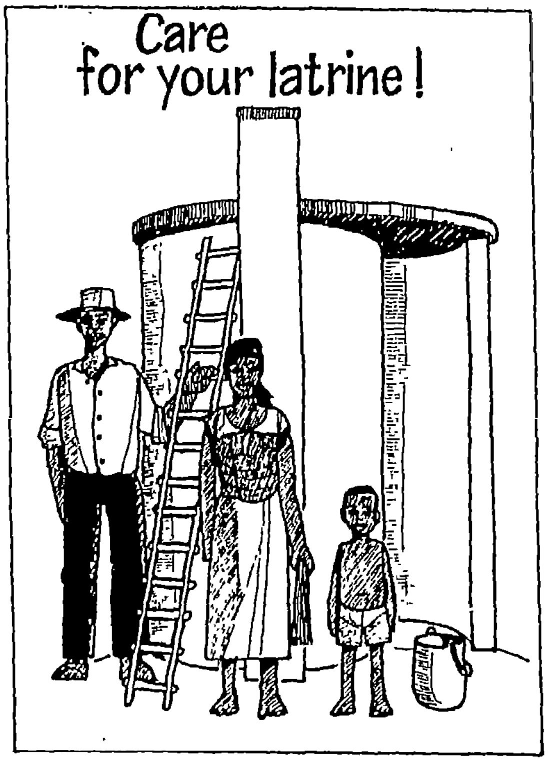
NOTE: Information related to PICTURE CODES which may be said to fall broadly within this category of visual aids is presented in Part Seven of these guidelines.

5.1.1 How do we display posters and wall charts?

A) SINGLE GLANCE POSTERS

Used mainly to remind or introduce a new idea in a specified target group.

- Choose a site for display that can be easily seen
- Choose a clear space so that the poster attracts maximum attention
- Try to select a place where the poster will be protected from the elements, ie sun, wind, rain
- Position the poster straight, at eye level
- Avoid walls covered with masses of other posters
- Change the poster regularly so that people notice the new information

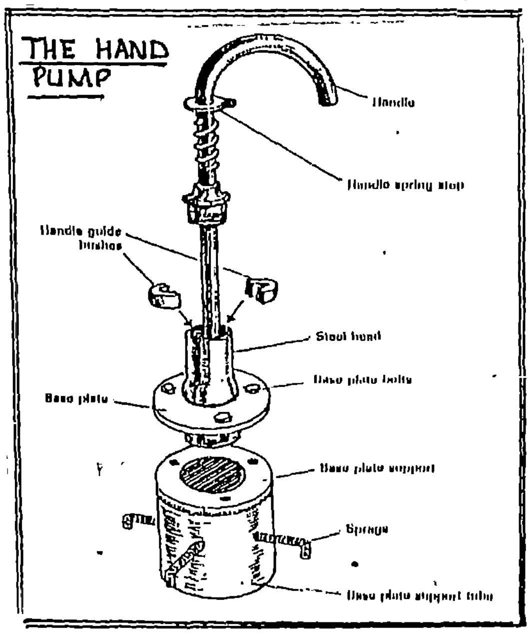


B) STOP AND STUDY POSTERS

Usually convey only one message to the target groups.

Choose a suitable site for display ie:

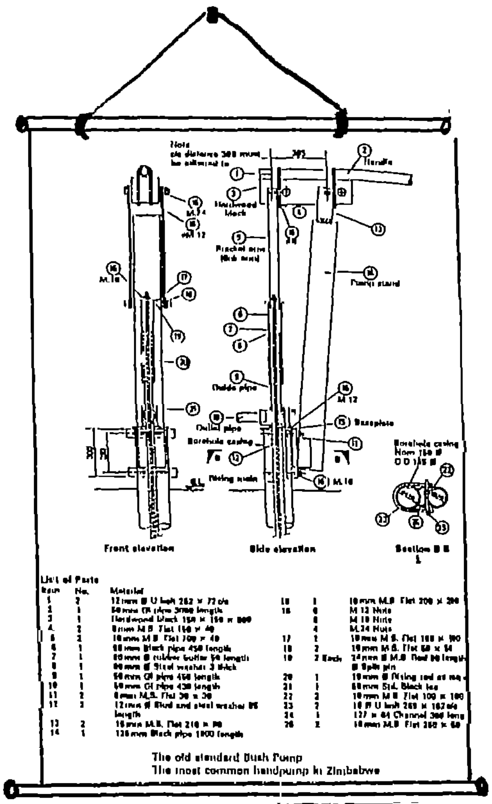
- Choose sites where many people meet, eg bus-stops,
- Avoid places that people pass hurriedly eg. roads.



C) *WALL CHARTS*

*Are similar to posters **except** that they usually contain more information which is depicted in symbols and diagrams. They can be as simple or complex as the training demands: their main purpose is to present facts in a visual form. It is very important to choose a suitable site for the display of wall charts ie:*

- display the wall chart in a place where people can stop and study
- keep the wall chart at eye level
- ensure that the lighting is good
- refer to the wall chart during the teaching session, that is: use it as a **teaching aid.**



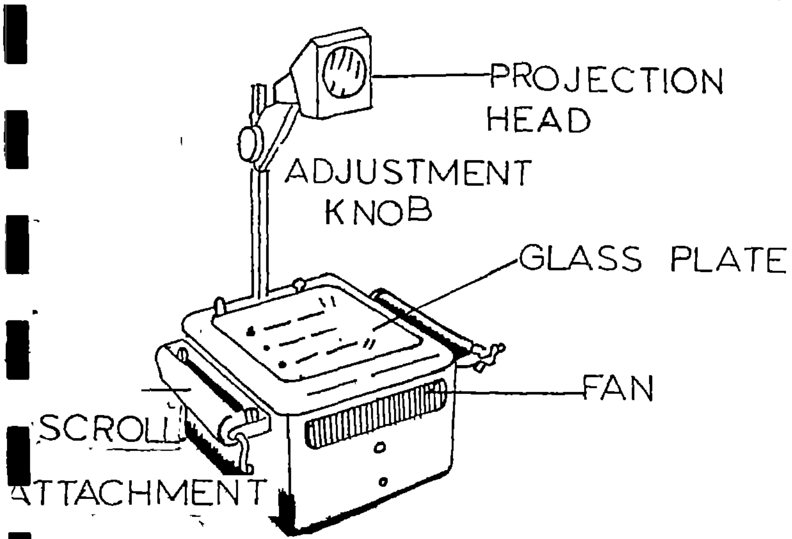
5.1.2 Rules for making a good poster

- **KISS= Keep It Simple**, single message illustrations are best
- ensure that the message fits the picture; emphasise the positive
- limit the colours, use only two if possible
- avoid "*dirty*" colours and those not easily seen, eg yellow
- use clear line drawings or silhouettes; avoid distracting background details
- avoid symbols such as ticks, crosses, and abstract drawings that cannot be easily understood
- put a border around the picture; this helps to "*frame*" the poster
- keep the print size bold and large; combine capitals and small letters, never use capitals on their own
- avoid "*close-up*" illustrations which only show part of the body and may therefore be difficult to understand
- ensure that drawings are recognisable and familiar to the target.

5.2 THE OVERHEAD PROJECTOR

The overhead projector or OHP as it is also commonly referred to, is one of the most valuable of all teaching aids. The OHP projects onto a wall or screen, words or coloured visual images which have been drawn, typed or even printed onto transparencies. The transparency may be a piece of '*see through*' plastic or an '*acetate*' sheet which especially made for use by OHP operators. Some OHP's have acetate paper which is obtainable in a '*scroll*'. This fits onto one side of the projector, thus allowing a continuous feed. The only possible disadvantages of the OHP are that electricity is needed for its operation, that is an expensive piece of equipment and therefore sometimes also requires spare parts which may be difficult to obtain. So it is very important to take great care of the OHP if it is to serve you well.

5.2.1. How can the overhead projector be used during a training session?



We can use the OHP:

- to demonstrate visually the important points of the training session
- to show diagrams if necessary (diagrams may be copied onto transparencies from books)
- to highlight important issues
- to build up information during the training session and
- as visual support for other methods of communication

5.2.2 How to prepare an overhead transparency

FOLLOW THESE STEPS CAREFULLY

a) Select the material which you will use for your transparency. If there is no acetate paper, then use clear plastic sheets, or an old, but carefully cleaned, X-ray plate.

b) Measure your page according to the size of the OHP screen. Ensure that you leave a margin at the sides and top and bottom. This will ensure that all your information can be displayed at once if necessary.

c) Plan your information, diagrams etc carefully. Try to summarise the main points. You should not try to convey your entire talk on the OHP.
- Remember that you can also ADD information to your original transparency as you talk. This can be done by using special pens as described below.

d) Choose your pens, choose your colours. There are basically two kinds of pens which you can use for writing or drawing on transparencies.
- Spirit based pens whose images are permanent ie, writing/drawing etc can only be erased using methylated spirits.
- Water based pens whose images can be erased using water.

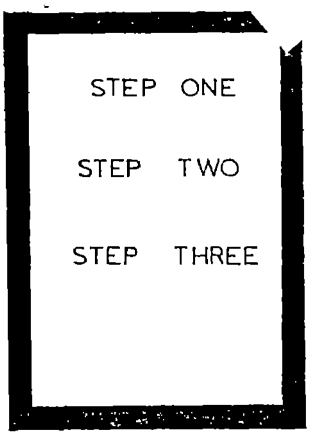
NOTE: Ball point pens and pencils are unsatisfactory.

e) Use large bold lettering, and clear simple drawings with as few lines and labels as possible.

5.2.3 Further ideas for making good transparencies

- It is possible to photocopy information from a typed sheet or book onto OHP acetate paper. However, you must ONLY use heavy duty acetate paper which is especially designed for use in photocopy machines. If you break this rule you will cause a great deal of damage to the photocopying machine.
- If you use this method, do not be tempted to copy too much information. It will make your OHP crowded and unreliable.
- For permanency , it is a good idea to mount your transparency in a cardboard frame which will preserve it better and make it easier to handle. Similarly, you could fasten heavy duty adhesive tape to the edge.
- If a concept is to be developed step by step, then it is a good idea to cover the presentation with paper '*masks*' which can be turned back at any time during your presentation.

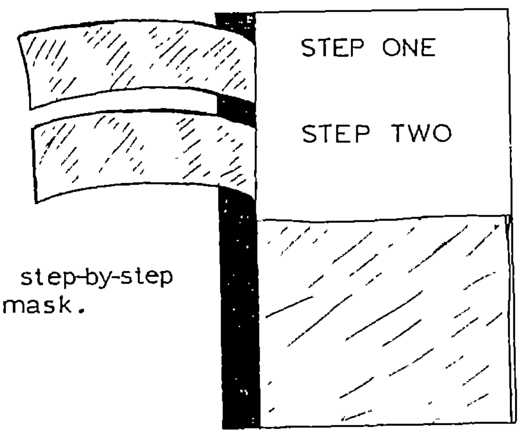
Step (1) Prepare the transparency as usual



Step (2) Cover the information with a paper mask which can be turned back during the presentation.

Tape the mask firmly to the transparency

Step (3) Transparency in use with information uncovered in stages.



Reveal the information step-by-step by turning back the mask.

5.2.4. Follow these steps when preparing the overhead projector in readiness for a training session

Before the trainees arrive:

a) Set up the projector, test power and test the focus

b) Adjust the height of the image so that everyone will be able to see. Test the focus by adjusting the projection head.

c) Place the transparency on top of the screen. The headings or title of the OHP MUST FACE TOWARDS THE WALL OR SCREEN AND NOT THE AUDIENCE.

d) Practice placing your transparencies on the screen before your session begins.

e) Turn off and place your transparencies in order. Place a clear sheet of paper between transparencies so that they do not stick together.

5.2.5 Follow these rules when using the OHP during a training session

a) Always face the audience. NEVER turn your back on the group.

b) Read the information from the transparency in front of you. *There is no need to turn your back and point to the screen behind you.*

c) Use a pen, small pointer, or even the shadow of your hand to highlight certain points.

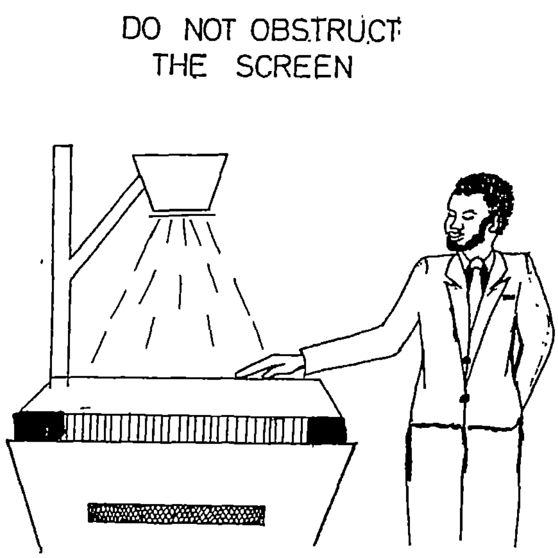
d) Either read the text or keep quiet and allow the trainees to read the text before you comment. Watch the audience for reaction all the time; pause, ask questions, consolidate as you teach.

e) Have a sheet of paper under your hand if you are adding points to your transparency. This will avoid sweat marks and smudging.

f) Switch off the OHP when you are not referring specifically to the transparency.

g) Check that the fan is working or the OHP will overheat.

h) Clean the glass screen with methylated spirit after use.



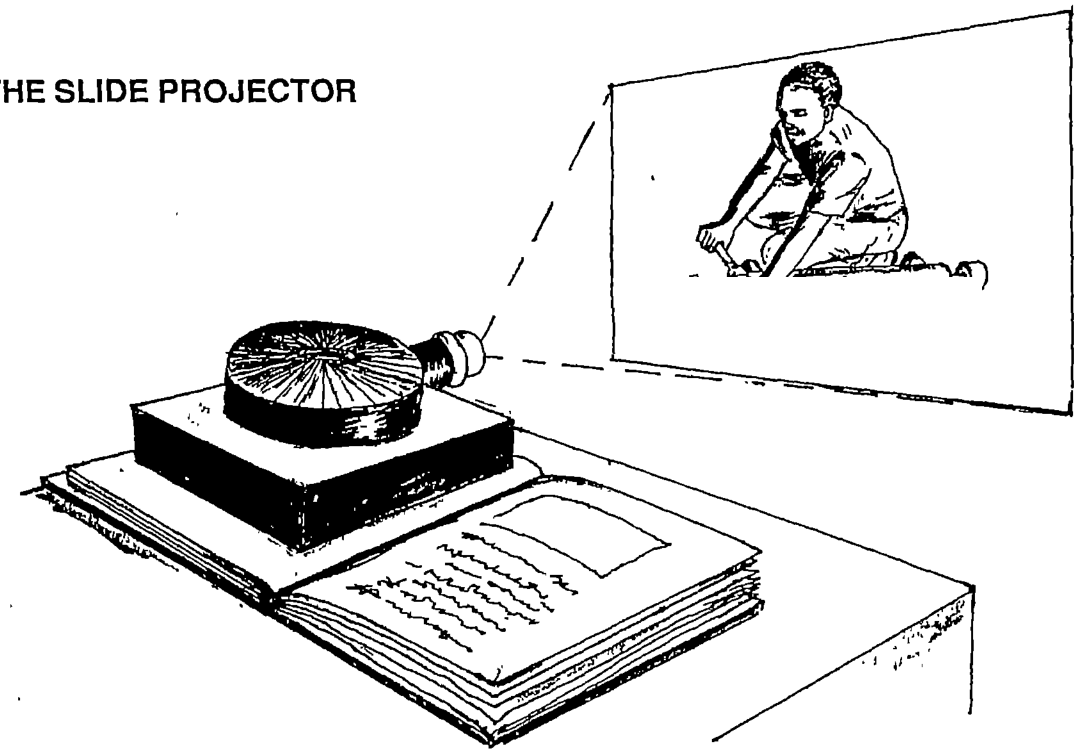
HOW TO CHANGE THE OHP BULB

The lamp in your OHP will need to be changed from time to time.

To do this:

1. Switch off the Power
2. Lift up the glass plate of the OHP and secure in position
3. Locate the bulb
4. Using a clean cloth for protection, depress the bulbs in the socket, remove and inspect.
5. Inspect the inside of the projector; gently dust if necessary and replace the glass as before.
7. Switch on the power to test the new bulbs.

5.3 THE SLIDE PROJECTOR



There are many different kinds of slide projectors and written instructions about their use will vary according to their type. It is very important that instructors take time to become familiar with their slide projector and READ the instructions BEFORE attempting to use it as a supportive aid for teaching.

WHAT ARE THE USES OF A SLIDE PROJECTOR IN TRAINING SESSIONS?

We can use a slide projector:

- to illustrate points/issues
- to add realism to a presentation
- as a starting point for discussion
- to support a lecture or discussion and
- to summarise teaching points

5.3.1 Hints for use

The following general hints apply for most projectors

A. SELECT THE SLIDES CAREFULLY

- Choose only those which are relevant to and illustrate the teaching topic. Do not be tempted to include many other slides '*just for interest sake*'.
- Do not use any slides which are damaged or they will cause a jam and interrupt the training session.

AS A RULE, PLAN TO PROJECT ABOUT 20 SLIDES IN 10 - 15 MINUTES.

B. POSITION THE PROJECTOR CORRECTLY

- Ensure that there is access to electricity (and that it is working)
- Ensure that the room can be darkened effectively
- Position the projector at the correct height, distance and angle in front of the screen (which may even be an old white sheet, a blank wall in the absence of a proper screen)
- Ensure that the projector and the screen are stable and safe, ie. that neither will topple or fall
- Ensure that the audience will be able to see properly from all parts of the room.

C. LOAD THE PROJECTOR

a) Hold your slide to the light, ensure that it is the right way up .

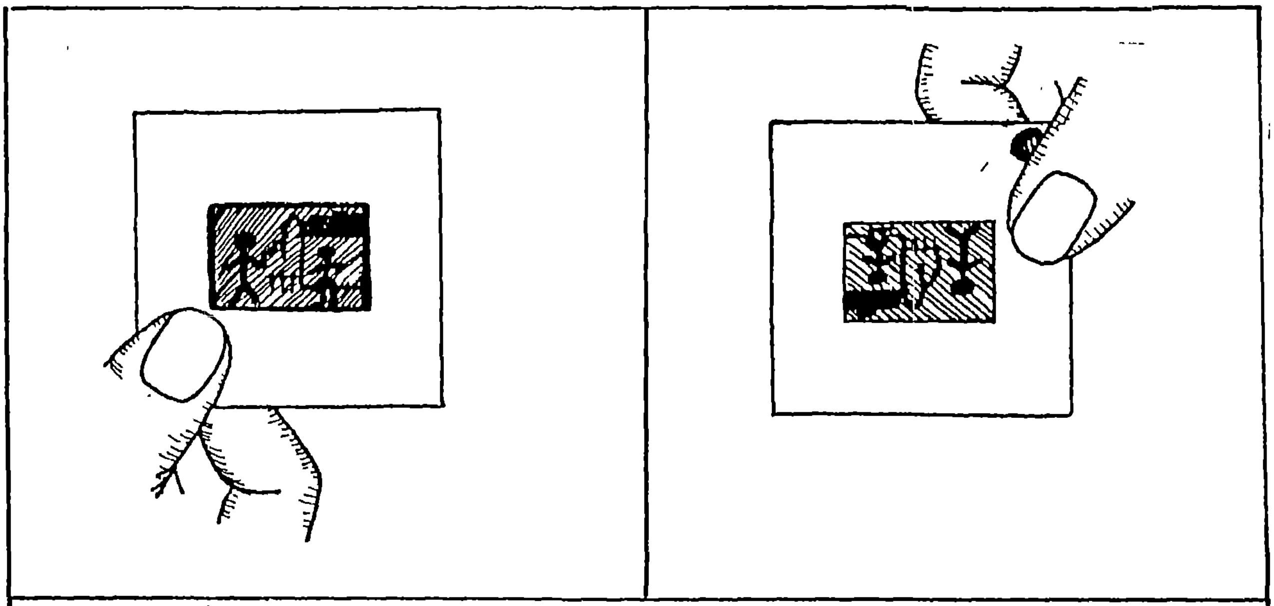
b) Depending on the projector either turn the slide to one side or turn it upside down and insert it correctly into the projector.

c) Mark each slide on the top right hand corner to indicate its loading position. This will save time in future.

d) Remember to load the slides in the correct order. Some projectors have long slide trays, others have round carousels.

D. PROJECT THE SLIDES

- Use a pointer or long stick to draw attention to objects or persons of particular interest
- '*Talk*' to the slide when it is one the screen, not when it has passed.
- Stand to one side of the screen and do not block the view from the trainees.
- Avoid focussing the discussion on one slide for too long or the subject may lose impact, but pause long enough for questions!



Ensure that your slide is right side up.............. and load in this position

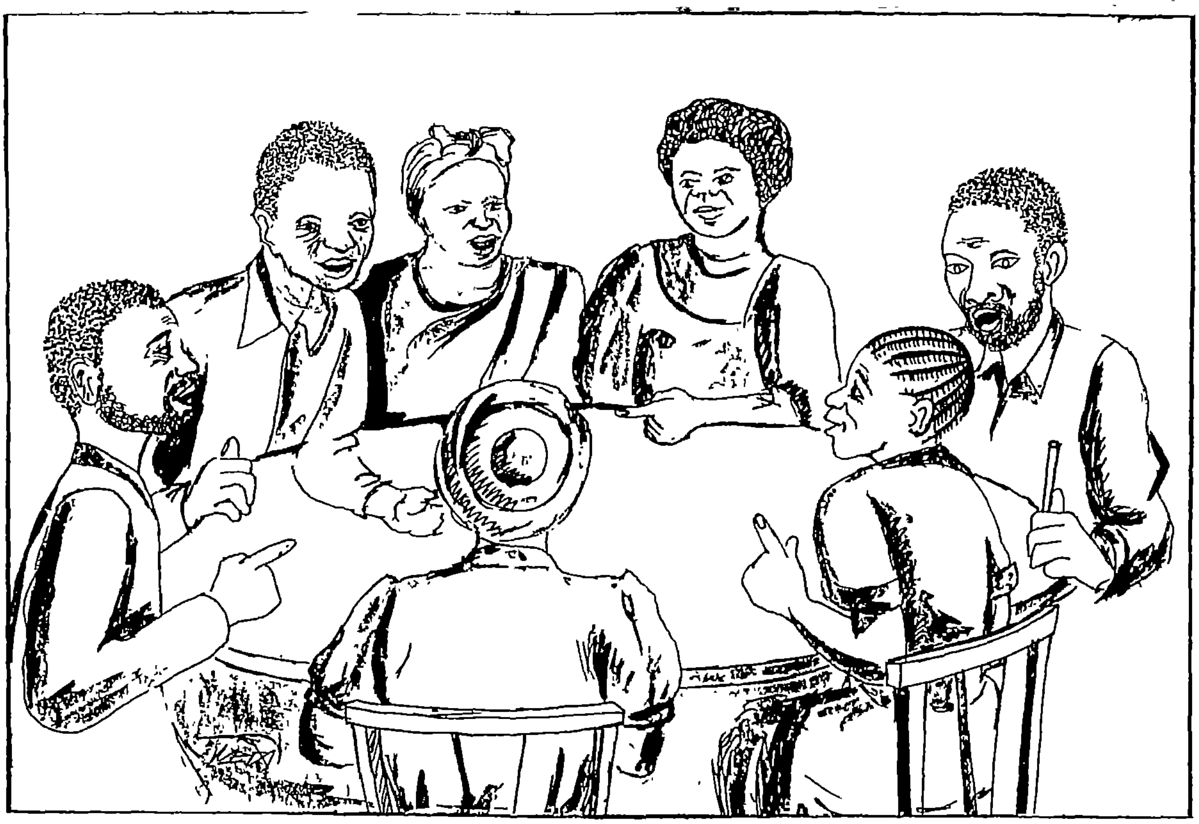
5.3.2 *Use these simple instructions to solve problems when projecting slides*

PROBLEM	POSSIBLE REMEDY
Can't find power cord	The power-cord may be hidden so look for a built in storage compartment in the projector or under the project.
No power after plugging	Check that the outlet is "*live*" (a fuse or circuit breaker may have killed all electrical power in the room). Check the circuit breaker on the slide projector; on some models you may need to press a button on the bottom of the projector after changing lamps.
Fans run but lamp does not light	Some projectors have separate switches for "*lamp*" and "*fan*" or a two stage switch for these two functions. Ensure that all switches are properly set.
Image not level	Most slide projectors have an adjustment knob on one of the rear feet. Use the knob to raise or lower that side. The projector may also be raised by positioning books underneath it. But take care - this may be an unstable solution.
The blank image is distorted without slides	Check the lenses. They may be out of alignment or even broken. This is especially likely with the Kodak Carousel, in which several lenses are loosely in place.

PART SIX

WORKING WITH SMALL GROUPS

In this part of the guide information is provided on techniques of communicating and managing small group activities such as discussions and role play



PART SIX

WORKING WITH SMALL GROUPS

IN THIS PART OF THE GUIDE we focus on techniques of communicating and managing small group activities such as discussions,a role play and simulation games.

WHAT DO WE MEAN BY GROUP WORK?

Group Work is a term that is used to describe activities in which a small group of persons participate. These activities may include a small group discussion, simulation games or role play. Different teaching tools are used in the process of group work, for example it is not unusual for closed circuit television, video recordings, or picture codes to be used to trigger discussion and raise awareness about an issue. Techniques such as acting, problem solving through games, drawing and miming are also useful, and yet infrequently used in small group situations.

WHEN DO WE USE SMALL GROUPS?

Group Work is useful for raising awareness, exploring values and attitudes and helping people to make decisions. It is also useful for influencing behaviour change in individuals and groups. Group work differs from traditional teaching in a number of ways;learning is through active participation and discovery with a leader to facilitate learning. In traditional education learning tends to be passive, with little learner participation and the leader being a person who distributes knowledge. there are many opportunities for group work in the field of water and sanitation, in the field and in the formal setting of a training centre.

6.1 SMALL GROUP DISCUSSIONS

Group discussions can be widely used to achieve a range of training objectives, especially where there is a need to involve participants actively in applying ideas, thinking of solutions and expressing their thoughts. Discussions are more helpful if they take place in a relaxed atmosphere with the teacher assuming a supportive, but not a domineering role.

6.1.1 *Some practical hints for small group discussions*

The success or failure of a small group discussion depends on many different factors, all of which are important if the learning objective is to be achieved.

- *Numbers* The ideal number for a small group discussion is around 8 persons, preferably not more than 12. Too many participants result in the non-participation of some, too few usually make for a less meaningful discussion.

- *Timing* Allow 1/2 - 1 hour for the discussion; too short a time will mean cutting the discussion short; too lengthy a session will mean that participants get tired.
- *Seating* Always hold the discussion in neutral territory ie,never in the bosses office. Seating should be arranged in a circle to promote eye contact; beware of participants who shift their seats away from the group; this is a sure indication of an unwillingness to participate.

6.1.2 Small group discussion skills

- THE LEADER and THE PARTICIPANTS have a responsibility to the group. These responsibilities must be clearly defined at the beginning of the session ie,
  - The leader must be elected if not known
  - A rapporteur should be elected
  - Starting time and finishing time must be fixed
  - Group expectations, ie what needs to be achieved should be discussed
- GROUP LEADER RESPONSIBILITIES INCLUDE:
  - helping members to identify their needs, strengths and weaknesses
  - assist the group to attain their objectives
  - guiding members through the discussion
  - dealing with problems such as silences,talkers and difficult behaviour
  - summarising the discussion to help participants see where they are at
- GROUP MEMBER RESPONSIBILITIES INCLUDE
  - listening, encouraging others to talk,and express their views
  - participating, deciding how much to say
  - accepting contributions, valuing them individually and collectively

6.1.3 Dealing with difficulties in small groups

There are times when members behave in a manner that is disruptive to the group.For example, there may be the attention seeker who dominates discussion or the discussant who does not participate at all. these are not easy problems to deal with;we have to try and find out why the group member acts in such a way and it is the role of the group leader to make everyone feel needed and part of the group.

Silences can also be threatening to the group. However it must be realised that a silence sometimes allows people to gather their thoughts. Some useful hints for dealing with silences include:

- keeping a list of relevant questions and discussion points
- inviting the rapporteur to summarise the discussion
- changing to an alternate activity e.g:
  - use the chalkboard to illustrate a point
  - read an important and relevant article from a manual or newspaper
  - use roleplay to demonstrate a point

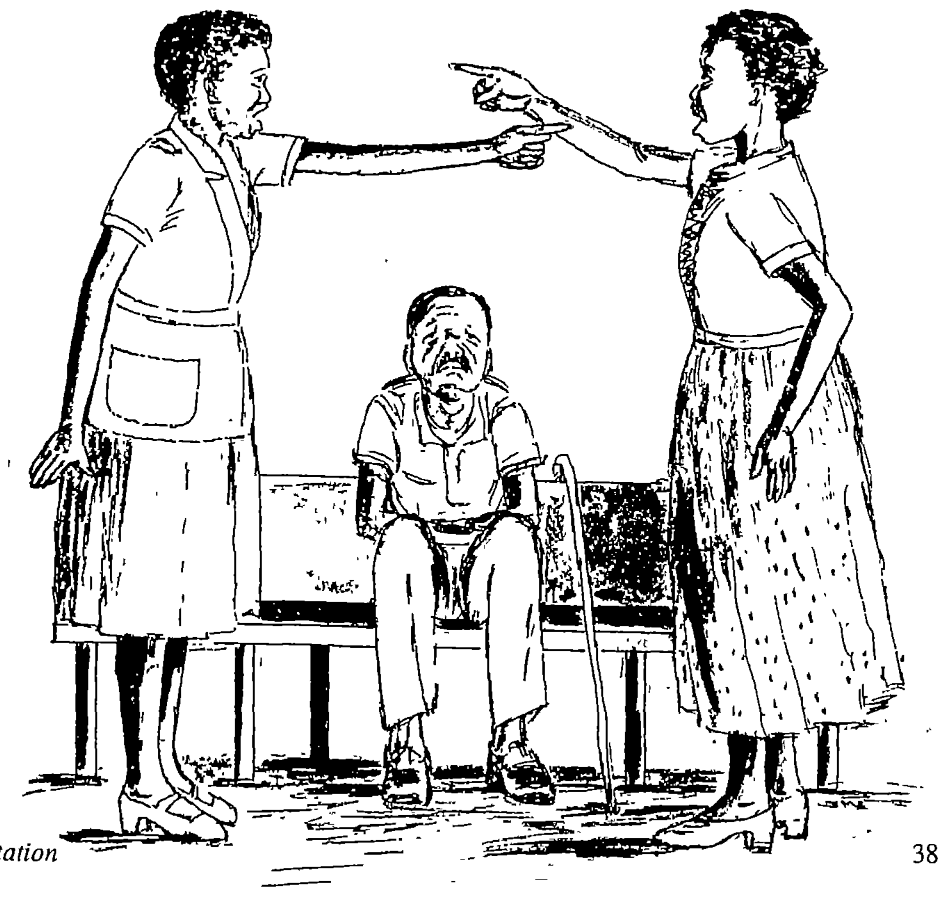
6.2 USE OF ROLE PLAY IN SMALL GROUPS

Role play is a useful method for problem solving, and in teaching communication skills in a small group situation,particularly where there is a communication breakdown. It is also useful for bringing about attitude change. Role play should not be used in isolation to group discussion which also becomes part of the process.

WHAT IS THE DIFFERENCE BETWEEN ROLE PLAY AND DRAMA?

This question is raised frequently among teachers and trainers. ***Role play*** means taking on the character of another person in a certain situation, and acting out what a person would normally do or say in that situation. It usually involves only a few actors who have had very little preparation other than real life. The audience is usually small and the role play is unrehearsed.

A drama also means taking on the character of people in a normal situation but it is usually performed by a group of people to a large audience. It is rehearsed, the actors usually wear some form of costume and it may involve song, dance and mime. It is not as spontaneous as roleplay. It is widely used to convey specific messages about an issue of concern or interest to the community.



6.2.1. How can roleplay be managed in small groups?

Roleplay usually involves four steps, each with a specific objective

- *Step 1* - to illustrate a problem (ie the roleplay)
- *Step 2* - to explore the problem (ie within the group)
- *Step 3* - to debate the issue (ie within the group)
- *Step 4* - to suggest ways of overcoming the problem (within the group)

6.2.2. What is the role of the trainer in a role play session?

The trainer initiates the role play as a method of problem solving usually in the classroom setting. Volunteers are then called for; they define the roles and the situation to be acted. The play is then enacted in the classroom setting.

FOR EXAMPLE:

STEP 1	DEFINE THE PROBLEM: eg A participant is very aggressive during group discussions
THE ROLE PLAY	would focus on a discussion between two members of the group who would highlight the problem by acting out a typical situation
STEP 2	EXPLORE THE PROBLEM The group would discuss the role play and explore the problem;asking the questions, why does it occur/what makes it worse/better etc
STEP 3	DEBATE THE ISSUE What can be done about the problem, who can best deal with the problem
STEP 4	TALK ABOUT HOW TO OVERCOME THE PROBLEM Actors to swop roles,or new actors to play role to show a possible solution
FOLLOW UP:	At the end of the role play the trainer may lead the discussion. Follow up questions may include: "*What did you think of that?*' "*Do you think that enough sympathy was shown to the participant?*' etc
SUMMARY:	There is value in encouraging further discussion around the issue; it is not unusual for other problems to emerge and for members of the group to request that they be explored using the role play technique.

ACTIVITY 10: ROLEPLAY PRACTICE

***Preparation Time*:10 mins. *Role play time*: 5 mins/group. Participants to work in groups, identify a "*burning issue*", and illustrate the problem using roleplay. All steps should be carefully followed.**

PART SEVEN

WORKING COLLECTIVELY

PART SEVEN

WORKING COLLECTIVELY

INTRODUCTION

We have discussed a number of different communication methods which can be used to transfer information, to help people make choices, to assist in attitude change and problem solving and to making teaching more "*visual*" and interesting. We have also said that no single communication is effective on its own and that the communication process is more successful when different methods are combined.

For example, it would be inappropriate to use drama or role play to teach people how to install a hand pump during the implementation phase of a project.Why? Because drama and role play are not effective methods for the transfer of facts or specific information that the people may need at this stage. In these cirumstances it would be more practical to provide the target with simple back-up step-by-step-manuals for this purpose. It would be appropriate however to use drama to promote community participation during the mobilization phases of a project.

Working at Community level usually means working with large groups who seek information, encouragement, and an opportunity to practice certain behaviour.

In the past working with large groups meant talking "*at them*". But now we know that there are methods that will assist in reaching a large number more effectively.

HERE ARE SOME HINTS ABOUT WORKING IN LARGE GROUPS:

- break them up into smaller groups for certain activities
- reduce the distance between yourself and the group, avoid having a "*high table*" which separates you from the group.
- walk among the group as you talk; make eye contact with as many people as possible
- encourage the group to form a circle of which you are a part, not a central figure
- use visual aids where possible and pass them around for everyone to view in their own time. Remember to cover your visuals with plastic to prevent spoiling
- use methods such as a "*Summary Chart*" to draw facts and information together
- be convinced that communities can and should be given an opportunity to participate in every stage of a project

SOME PARTICIPATORY TECHNIQUES OF COMMUNICATION ESPECIALLY RELEVANT FOR COMMUNITY LEVEL WORK

The methods we describe are particularly relevant when communicating information at community level or when there is a need to involve learners or project workers in problem identification and solution. They include:

- The pocket vote
- The story with a gap
- Drama
- Picture codes

These methods can be used at any stage of a project. For example:

- in the planning stage of a project to assess a problem
- in the implementation stage of a project to discuss management issues
- in the maintenance stage of a project to discuss the need for community participation

7.1 THE POCKET VOTE - an enabling tool for community assessment of problems

The pocket vote is a tool that can be used to assist the community to assess their own situation, for example in relation existing problems, practices, disease patterns, ability to contribute to a project etc, either prior to, during or after the implementation of a project.

For example:

The problem may be concerned with utilisation of contaminated containers for water collection in a given community. Using the "*pocket vote*" system, community members would be invited to place their "*vote*" (a slip of paper) in the pocket below the picture depicting the water container they prefer to use. (There would be a series of pictures depicting a range of different water containers)

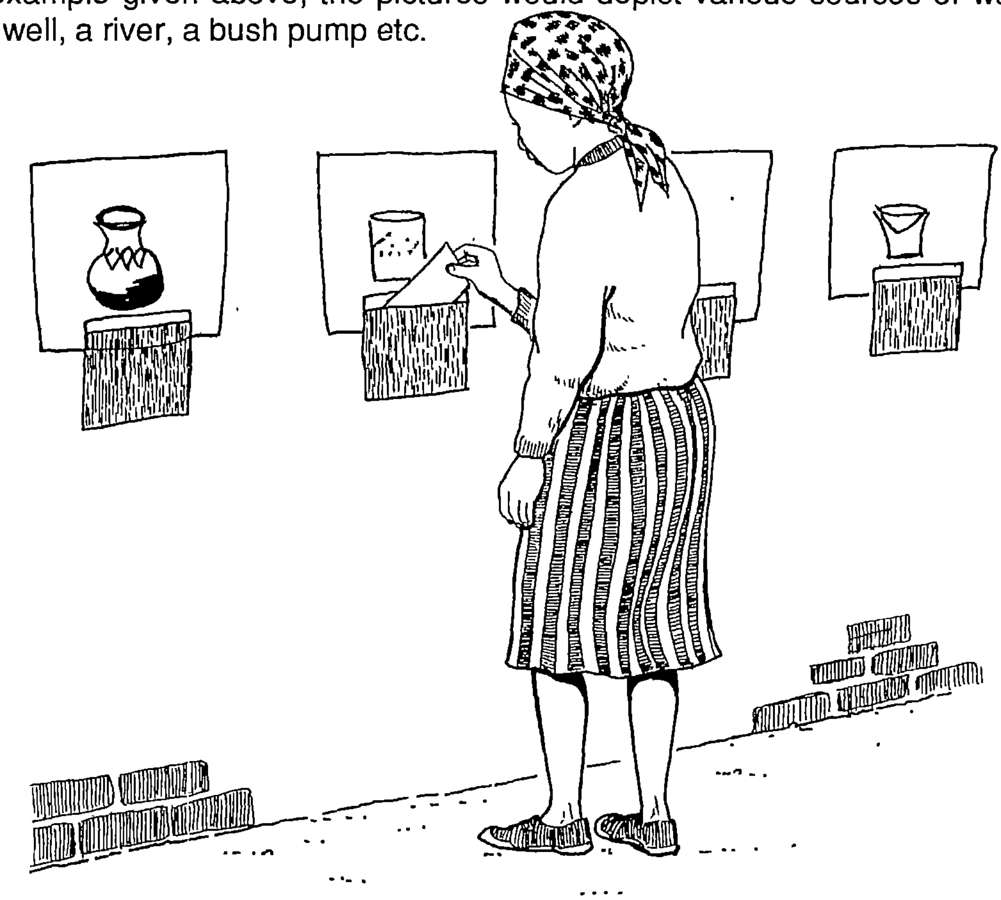
The "*Pocket Vote*" could be used to assist the community to see the problem, ie that many people were endangering their health by using unsafe containers.

The next objective of the activity would be to promote discussion about the results,leading to action over the issue.

7.1.1 Materials required for the activity

The Trainer would require a series of pictures which clearly illustrate the range of available water sources options/issues about which the community or participant group are being asked to vote.

Taking the example given above, the pictures would depict various sources of water,eg, an unprotected well, a river, a bush pump etc.



7.1.2 How is the pocket vote organised?

The "*picture*" and their "*pockets*" are pinned/attached to a wall/ board.

Each member of the community is given a "*voting*" paper which they may place in the "*pocket*" under the picture of their choice.

The voting procedure is explained ie, that "*voters*" place their vote in the pocket. The picture which attracts most "*votes*" would then be regarded as the most popular choice.

Once voting has taken place and the votes have been counted by two members of the community then a discussion concerning this result and perhaps the other results would follow.

7.2 STORY WITH A GAP - a tool for raising awareness and generating dialogue

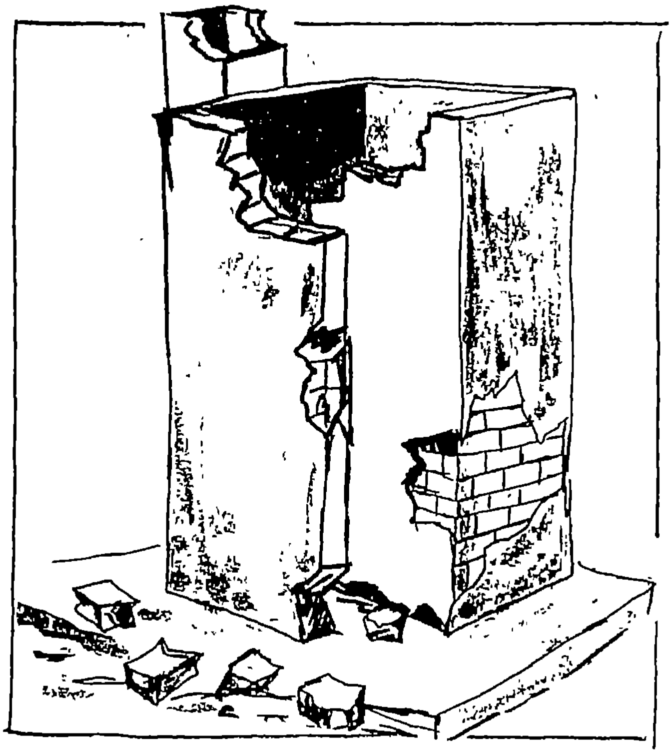
"*The story with a gap*" activity is helpful in the exploration of a problem and in problem identification. For example, it can be used to illustrate the "*gap*" between what the situation is, and what the situation could be, given that certain action could take place. It helps to raise awareness and generate dialogue.

7.2.1 What materials are required for the story with a gap?

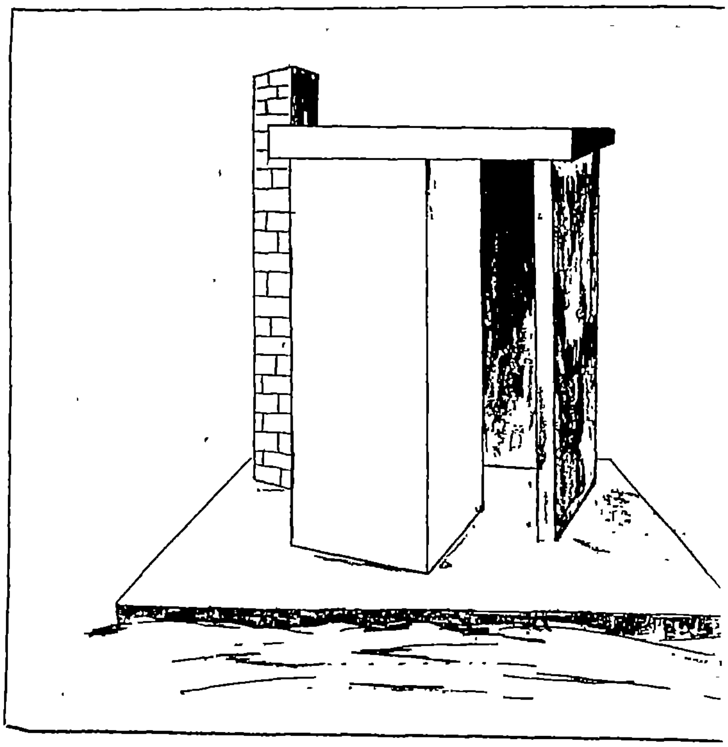
The trainer will need two large posters showing:

(a) a "BEFORE" scene ie, a "*problem*" eg, broken pump, unprotected well, a collapsed latrine

(b) an "AFTER" scene" ie, a "*solution*", eg, a properly maintained pump, a protected well, a properly constructed latrine.



(a) a "BEFORE" scene ie, a "*problem*"



(b) an "AFTER" scene" ie, a "*solution*"

IF POSSIBLE the trainer should also have a series of small pictures which bridge the gap between the "*before*" and "*after*". If this is not possible, then try to locate a person in the community to draw a series of relevant pictures for the activity.

PART TWO

LEARNING AND COMMUNICATION

In this part of the guide we present information about Adult Learning and Communication

7.2.2 What procedure is used in the story with a gap method?

- Present the "*before*" picture to the group or sub-group for their comments. Encourage them to personalise the scene from their own experience eg by using names etc.
- Ask the group to speculate why the situation has occurred, eg;
  - if the picture shows a broken pump, the participants may suggest a lack of spare parts, no pump minders, a lack of information about how to maintain the technology etc..
- Having established the problem, introduce the "*after*" picture and encourage the group to discuss the contents, noting the improvements
- Now, raise the question, "*what steps were taken to improve the situation ie, from before to after?*" Have the group discuss the issue at length if necessary.
- Distribute pictures of the steps "*in between*" if necessary, or distribute blank paper among the group and ask participants to draw their own "*in between*" steps
- Sum up the session by asking participants to suggest practical ways of overcoming the problem.

NOTE: *This is a useful technique for raising issues and mobilising for action in the community. However, care must be taken not to impose ideas on the community and to allow participants to arrive at their own conclusions.*

7.3 USE OF PICTURE CODES FOR PROBLEM SOLVING

A PICTURE CODE is a "*concrete*" presentation" of a familiar problem about which a specific group has strong feelings. It helps to raise questions, and generate discussion; it does not pose solutions. A picture code is a visual aid; it shows the problem not the answer. A poster differs from a picture code because a poster only shows the solution.

EXAMPLE OF A PICTURE CODE

A PICTURE CODE is generally used at the beginning of a problem solving session to focus the attention of a group on a familiar problem. The illustration contained in the code will depict a real life problem; say use of "bush" latrines, or poor village hygiene or use of an unprotected water source for water collection and bathing.

Picture codes should:

- deal with a theme about which the community have strong feelings
- show a familiar theme
- use contrast or action to raise questions and awareness
- focus attention on only one issue or theme
- be simple, clear, and contain easily recognisable illustrative material, without distracting details
- stimulate interest and discussion

HOW TO USE A PICTURE CODE FOR DISCUSSION AND PROBLEM SOLVING PURPOSES

A group of people are gathered at any convenient venue for the discussion.

- The picture code is placed in a position where it can be clearly seen and closely examined if necessary. It is also quite permissible to place the code on the ground if this is more convenient

HOW TO USE A PICTURE CODE FOR DISCUSSION AND PROBLEM SOLVING PURPOSES

A group of people are gathered at any convenient venue for the discussion.

- The picture code is placed in a position where it can be clearly seen and closely examined if necessary. It is also quite permissible to place the code on the ground if this is more convenient
- The discussion leader will guide the group through a series of thought provoking questions.
- These can be summed up as follows:
  - STEP 1: DESCRIPTION: The leader asks, What do you see happening in this picture?
  - STEP 2: FIRST ANALYSIS: Why is it happening?
  - STEP 3: REAL LIFE: Does this happen in real life?
  - STEP 4: RELATED PROBLEMS: What problems does this lead to?
  - STEP 5: ROOT CAUSES: What are the root causes of this problem?
  - STEP 6: ACTION PLANNING: What can we do about it?

These questions are given as guidelines; there may be many additional questions that the Leader may feel to be relevant to the problem, and indeed that may provoke meaningful discussion in the group.

7.4 COMMUNITY THEATRE

Community theatre or "*drama*" as it is sometimes referred, allows groups of learners to act out problems and portray potential solutions to problems which they face daily. Community Theatre is an effective TOOL for education because:

- It engages and holds the interest of larger numbers of people than "*conventional*" methods of health education such as lectures or talks.
- It can be used as a means of cultural expression, that is, it can be made appropriate for local situations and language groups
- It reflects reality, addresses current problems or conflicts and builds on local skills and involves the learners
- It promotes dialogue, and is an effective tool for problem solving.

ABOVE ALL COMMUNITY THEATRE IS ENJOYABLE AND VERY EFFECTIVE AS A TOOL FOR EDUCATION

USES OF COMMUNITY THEATRE IN TRAINING PROGRAMMES

- To state a problem for example, poor hygiene, communication problems among health workers, non participation in projects
- To find the causes of a problem for example, why people fail to participate in projects
- To reach a solution that will solve the problem eg propose a pump maintenance routine
- To show the benefits of applying the solution to a problem for example, more water available for household use,a satisfied community

REMEMBER!

COMMUNITY THEATRE **is not just entertainment.**

Entertainment of secondary importance to the message, the content of which is very important. Plays should not last more that 15 -20 minutes.

The impact of the play can be measured through:

- A group discussion
- The kinds of questions asked by the trainees
- Reaction and level of audience participation

REMEMBER TOO!

A number of different strategies can be combined to make Community Theatre interesting and informative. Do not be afraid to use the chalkboard to illustrate certain points, a group discussion to solve certain problems, puppets to convey sensitive issues, songs to highlight a concept or music to attract the audience.

EXAMPLE: of how community theatre can be utilised as an educational tool

There is a problem of non-participation in a water project in Kabanga community. The reasons for this are mainly related to lack of leadership and a feeling among the people that the government should "provide". The issue of pump maintenance is not fully understood and the community are unclear about their responsibilities in the future. A drama is organised at the local community centre. The main objective is to explore the issue of non-participation and demonstrate how much more quickly the water supply problem can be solved if people become invlved and if able, offer their assistance in what ever way possible, eg, by providing food for the well diggers, or stones for building the run-off channel etc. The community are invited to attend.Key personnel act out the problem. A discussion is held on completion of the drama to promote dialogue in the community and to assist to find a solution.

HINTS

1. DEFINE THE TEACHING OBJECTIVES CAREFULLY, that is, define, what you want to convey to your audience. This must be done with a knowledge of the problem which has been defined through background surveys in the target group or community.
2. Define the theme.
3. Decide on the story and the sequence, but base it carefully on the objectives.
4. Decide on the time available for the drama and feedback.
5. Decide on the characters and use individual/group activity to work out the dialogue and actions.
6. Decide if you want to incorporate songs, slogans, puppetry etc.
7. Make the necessary arrangements for the venue, props etc.
8. Plan your method of feedback. (eg. discussions)
9. Let the participants practice their roles together at least once.

ACTIVITY 11: CREATING STORY LINES FOR COMMUNITY THEATRE

Aim: To create an appropriate story line for a dramatic presentation

Time: 15 minutes preparation, 5 minutes acting time, ie approx 1 hour for four groups

Method: Break into four small groups. Each group to study one of the problems outlined below, and to plan an appropriate drama session around the problem. Be sure to define your objectives clearly,define your characters and suggest supportive activities, such as song, puppetry etc.Also give details of suggested venue, time, target audience etc.

Present your story line to the main group, along with the objectives etc.

N.B. Be prepared to act out one important aspect of your play. Time allowed for this activity will be 5 mins only

PROBLEMS FOR DRAMATIC PRESENTATION:

a) Lack of leadership in the community
b) Non-participation of men in a latrine project
c) Vandalism of village water supplies by youth
d) Dispute over siting of a new water supply

ACTIVITY 12: STRATEGY BUILDING

OBJECTIVES:
- To emphasise the need for communication within every phase of a project
- To emphasise the need for communicators to identify key objectives within every stage of a project
- To emphasise the need for communicators to select only those communication methods which are appropriate for achieving key objectives at different phases in a project

Method: You are a group of Communication Support Specialists who have been given the task of designing a programme of activity that will ensure maximum and active participation of the target group in every phase of a hand pump project. Make a study of the case presented below and then carry out the task which has been assisgned to you.

THE CASE STUDY:

The Ministry of Water Development in collaboration with a donor agency and other ministries working within the Sector, is to start a handpump project in the Kabanga community. The community is unfamiliar with the proposed technology and has not been involved in any kind of development project before. It is intended that there will be four phases in the project; a planning phase, a mobilisation phase, an implementation phase and a maintenance/evaluation phase. The need for a comprehensive communication strategy at every stage is understood by the implementors, but the mechanics of this are unknown.

TASK

As a group you are expected to agree upon and produce:
- a practical plan of action for the Project
- samples of visual aids and other materials that will be used as communication support for the project
- It is permissable for the main group to divide up the work according to each phase of the project.There should be collaboration between groups to ensure that there is no replication and that activities are properly planned. It is suggested that an Interministerial Planning Committee is set up to co-ordinate the plan of action and the production of the sample materials. Proceedings from meetings should be circulated

The presentation should clearly refect the skills acquired from this manual and groups are expected to use as many methods as possible to convey their information.

TIME: one morning to prepare.

Presentation time for each group will be 20 minutes, with 10 minutes for discussion

ANNEXURE 1.

A COMMUNICATOR'S CHECKLIST

ONCE YOU HAVE SELECTED YOUR TRAINING METHOD AND PLANNED YOUR SESSION, USE THESE CHECKLISTS TO SEE THAT YOU ARE FULLY PREPARED TO TEACH

1. FOR A LECTURE

Check these items prior to your session

[✓]
[ ] Time/Venue arranged?
[ ] Lesson plan ready?
[ ] Reference Materials at hand
[ ] Teaching aids prepared?
[ ] Handouts, printed materials prepared

REMEMBER to allow adequate time for preparation before the session!

DURING THE SESSION ENSURE THAT:

[ ] Your voice delivery is clear and pleasant
[ ] Your manner is bright and stimulating
[ ] You make eye contact with each member of the group
[ ] Your presentation includes up-to-date information
[ ] You encourage students to participate, ask and answer questions
[ ] Your work is thought compelling and challenging
[ ] Your session proceeds smoothly and systematically
[ ] You are enthusiastic about your subject and that your enthusiasm is contagious

2. CHALKBOARD

Have you checked that:

[✓]
[ ] Chalk is available?
[ ] Coloured chalk is to hand?
[ ] Board is clean to start?
[ ] Wet cloth is available for cleaning?
[ ] Ruler is handy, to draw straight lines if necessary?

3. OVERHEAD PROJECTOR

Have you checked that the

[✓]
[ ] Screen is clean and free from dust?
[ ] OHP is in position?
[ ] Power is on?
[ ] Fan is working
[ ] OHP is in focus?
[ ] Transparencies are in order with sheets of paper in between to prevent sticking?
[ ] Marker pens are to hand?
[ ] Lesson notes are handy?
[ ] Pointer is handy?

REMEMBER! always face and watch your group

[ ] Switch off the OHP when discussing an issue
[ ] Listen to see that the fan is working
[ ] Leave the OHP clean and in good working order
[ ] Report faults immediately if you are not able to attend to them yourself

4.SLIDE PROJECTOR

Make these checks before the group arrives:

[✓]
[ ] Checked the room?
[ ] Is it available for the time you need it?
[ ] Checked the seating arrangement?
[ ] Projector in place and working?
[ ] Slides in position and the right way up?
[ ] Power on?
[ ] In focus?
[ ] Pointer stick available?

AT THE END OF THE SESSION REMEMBER TO REMOVE YOUR SLIDES, STORE THEM CAREFULLY AND PACK UP THE PROJECTOR. REPORT ANY FAULTS IF YOU ARE NOT ABLE TO DEAL WITH THEM YOURSELF.

5. POSTERS

Have you checked that the poster/wallchart/ picture code is presentable, appropriate?

[✓]
[ ] Positioned correctly at eye level?
[ ] Strategically positioned for the target group?
[ ] Straight?
[ ] Firmly fixed in position?

6. GROUP DISCUSSION

If the discussion is to be held indoors

[✓]
[ ] Is the room ready?
[ ] Are the seats arranged in a circle?

If the discussion is to be held outside:

[ ] Are there enough seats for everyone?
[ ] Have you checked the place?
[ ] Is there enough shade, no ants, place to sit etc..?
[ ] Is there a Chalkboard or Flipchart handy so that you can illustrate/note important points if necessary?
[ ] Are you sure of the objectives?

REMEMBER to appoint a Rapporteur at the beginning of the session!

7. ROLE PLAYING

Have you:

[✓]
[ ] Arranged a suitable venue for the roleplay and the feedback/discussion?
[ ] Arranged suitable 'props' for example a table or chairs etc?
[ ] Planned the session?
[ ] Assisted the participants to group for example in pairs etc for the roleplay?

8. DRAMA

Have you:

[✓]
[ ] Listed your teaching objectives?
[ ] Asked for volunteers to act?
[ ] Informed them of the objectives and asked them to sequence a story?
[ ] Decided on the setting for the drama?
[ ] Found the necessary 'props',teaching aids such as chalkboard etc?
[ ] Practices the drama as a group?
[ ] Decided how you will evaluate the session?

ANNEXURE 2

SAMPLE WORKSHOP PROGRAMME

PROGRAMME

		Facilitator
MON 24 JUN		
0800-0900Hrs	Registration Welcome Outline of course objectives	
0900-1000Hrs	Introductory activities	
1000-1030Hrs	**TEA/COFFEE BREAK**	
1030-1230Hrs	Me Teach - Never! How adults learn	
1230-1400Hrs	**LUNCH BREAK**	
1400-1630Hrs	Communication Theory	
TUE 25 JUNE		
0800-0810Hrs	Review of material covered	
0810-1000Hrs	Planning our Communication Efforts	
1000-1030Hrs	**TEA/COFFEE BREAK**	
1030-1230Hrs	Selecting Teaching Methods	
1230-1400Hrs	**LUNCH BREAK**	
1400-1500Hrs	**Instructional Skills** a) "Talk and Chalk"	
1500-1530Hrs	**TEA/COFFEE BREAK**	
1530-1630Hrs	Teaching Practice	

ANNEXURE 2

SAMPLE WORKSHOP PROGRAMME

WED 26 JUNE	
0800-0810Hrs	Review of material covered
0810-1000Hrs	**Using teaching aids effectively** (Posters)
1000-1030Hrs	**TEA/COFFEE BREAK**
1030-1230Hrs	**Using teaching aids effectively** (OHP, Slide Projector)
1230-1400Hrs	**LUNCH**
1400-1600Hrs	Working with small groups Role-play
THUR 27 JUNE	
0800-0810Hrs	Review of material covered
0810-1000Hrs	**Working collectively** - Pocket Vote - Story with a gap
1000-1030Hrs	**TEA/COFFEE BREAK**
1030-1230Hrs	**Working collectively** - Picture code - Community Theatre.
1230-1400Hrs	**LUNCH BREAK**
1400-1630Hrs	Activity 14
FRI 28 JUNE	
0800-0810Hrs	Review of material covered
0810-1000Hrs	Continue preparation for Activity 14
1000-1030Hrs	**TEA/COFFEE BREAK**
1030-1230Hrs	Presentations of Activity 14
1230-1300Hrs	Wind up and close of Workshop

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