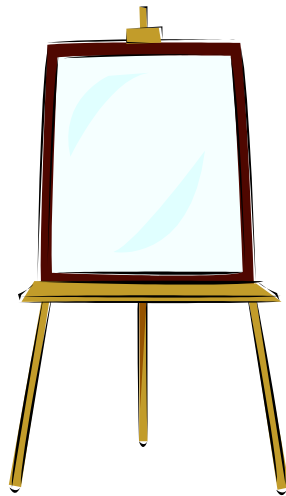


Ready to Train?

How to Design Successful Community Workshops

Facilitated by:
Becky Venne



TRAINING PLAN

Title: CL 105: Ready to Train? How to Design Successful Community Workshops

Workshop Objective: Participants will learn the basics of popular education theory and training design to ensure that they have the basic skills needed to run effective community trainings.

Core Competencies: Core competencies will include respect for the learner as teacher, commitment to variation of participatory training methods, and willingness to use a training design model to plan an effective training.

Learning Objectives:

Participants will:

- Learn the difference between traditional “banking” methods of traditional education and learner as teacher methods of the popular education model.
- Review the eight step planning model and practice using it
- Learn various participatory methods of teaching through brainstorming, small groups, large groups, icebreakers and interactive learning games.
- Leave knowing some specific tips and tools for creating successful learning environments.

Ready to Train?

How to Design Successful Community Workshops

AGENDA

Introduction to the Workshop

- Who's here? Opening Exercise
- Agenda and Materials Review

Theory Behind Training Design and Adult Learning

- "Banking" and Paulo Freire
- Exercise on good and not-so-good learning experiences
- What's key to effective teaching
- 3 Learning Styles

The Eight Step Planning Method

- How to plan successful trainings

Participatory Methods of Teaching

- Brainstorm different methods
- Small Group vs. Full Group Work
- Practice Active Learning—Values Auction

Tips for Successful Trainings

- Discussion of what to do when "things go wrong".
- Strategies on how to deal with "difficult" participants.
- The importance of evaluation.

Closing

- What you'll take away
- Evaluate the Session

CRITICAL THINKING AND TEACHING

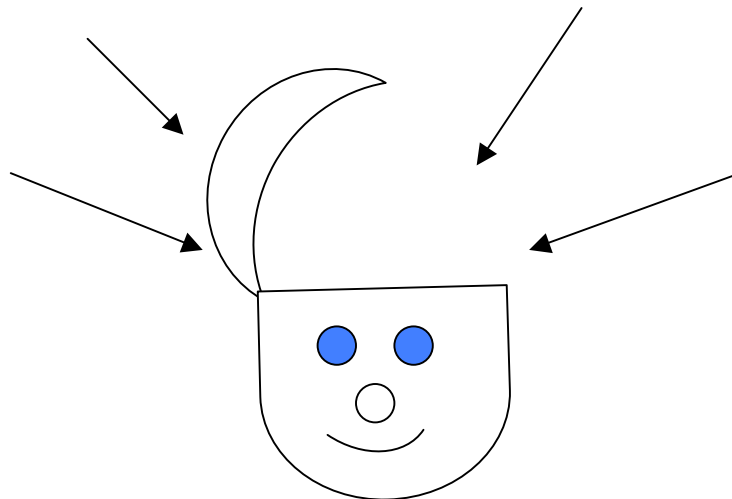
BANKING EDUCATION

A Critique of Traditional Top-Down Approaches to Teaching

Traditional education often involves what has been called a “banking approach” in which the instructor simply “deposits” their knowledge and skills into the learners. The instructor decides what is of value and transmits that information, most commonly using the lecture method of teaching. The learner is treated as if they are an empty receptacle to be filled up, as if they know nothing.

Paulo Freire, a Brazilian literacy educator and author, coined the term “banking” but portrayed an approach to teaching that is common throughout the world. It is an approach in which the educator talks at people, not with them, and which encourages passivity in the learner. Freire maintained that the learning process should help people think more critically about their lives and circumstances, so that they become the subjects of their communities and of change, and not feel like objects or passive victims of their situation.

Since teaching in this top-down way is so commonly used and accepted, it is a hard pattern to “unlearn”. But any learning environment that aims to empower people and develop leadership must shift gears and look critically to see if its style is actually fomenting paternalism or dependency, instead of working against them. It needs to see what knowledge and experience people already have that can be drawn upon. This takes a different type of educator, one who can structure the learning process to challenge old roles and help build critical thinking skills.



SUMMARY OF FREIRE'S POPULAR EDUCATION

Paulo Freire was a Brazilian educator (1921-1997) whose methods of participatory education have been used around the world to promote adult education, literacy, community development, and social change. His approach has been used by non-governmental organizations, religious organizations, community and health educators, and grassroots organizers. Similar methods of democratic education have also been developed in Appalachia by the late Myles Horton at the Highlander Center, and others.

There are some understandings that underlie Freire's approach. The first of these is a candid recognition that **many of the economic, political, and educational structures in the world are authoritarian, undemocratic and function in the interest of economic and political elites**. As a result of these structures, many people are denied opportunities to fully develop their potential or effectively and critically participate in the decisions that effect their lives. They are, in Freire's worlds, submersed in a "culture of silence". From this understanding, several principals follow:

Education is not neutral

In societies with huge inequities in power, resources and opportunities, education either serves the purposes of domestication, which reproduces the status quo; or it aims at liberation. Education for liberation means helping people to become active critical and creative in shaping their lives.

Dialogue versus banking

Education for domestication and education for liberation are distinguished by methods as well as goals. Authoritarian education methods reduce learners to the status of objects or empty vessels into which the teacher "deposits" knowledge. Freire calls this the "banking" approach. By contrast, democratic education is based on dialogue and mutual interaction between the teacher and student (its goal is the elimination of the distinction between the two). The "teacher" has some knowledge—but so does the "student"; there are things that the student does not know, but this is also true of the teacher. In emancipatory education, both become active partners in learning.

Content must come from the participants

To break through the “cultures of silence”, the issues discussed must be close to the daily lives and reality of the participants. This includes the things that people feel strongly about—their hopes, fears, frustrations, anger and anxieties. Freire calls these burning issues the “generative themes” of people’s lives. To find the themes, the educator must listen and learn from the people about the issues that mean the most to them. Once found, these themes become the basis for discussion. There is a direct link between people’s emotions and their motivations to act.

AN EMPOWERING EDUCATIONAL PROCESS IS:

Problem-posing, not “banking” education

Learners are not merely recipients of information “deposited” by the educator; instead their concerns and problems are the center of discussion and analysis.

Learner-centered and not teacher-centered

The learning process should incorporate participants experience, knowledge, needs and cultural identity

Concerned with HOW we learn as much as WHAT we learn

The teaching methodology, not only the subject matter is key. Egalitarian relations in the group prepare people for democratic participation elsewhere.

Mutual Learning and Dialogue

The educator and group members can all learn from questions to help stimulate thinking.

A step towards helping people move towards autonomy and self-reliance

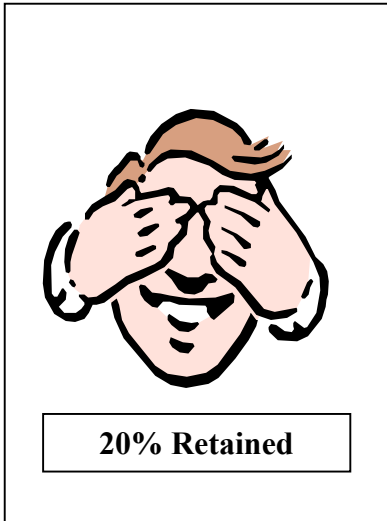
Best & Worst Learning Experiences

Think for a minute about an awful workshop you've attended, a terrible learning experience. What was it like? What made it not useful? List some of its characteristics in the "- minus" column. Then think of a very stimulating, positive training or learning experience you have had. Write some of the words that describe what made it so helpful in the "+ positive" column.

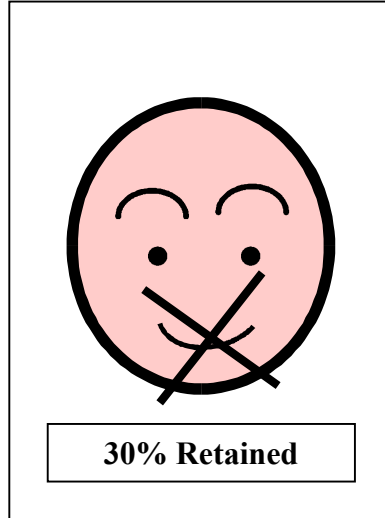
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|---|---|
| | |

HOW LEARNERS RETAIN INFORMATION

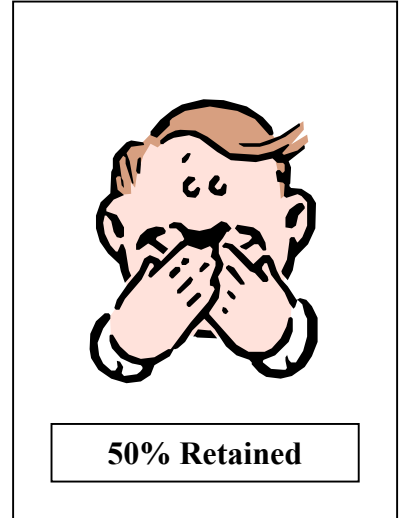
EARS ONLY



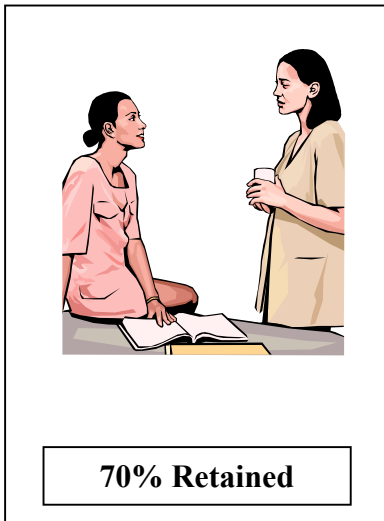
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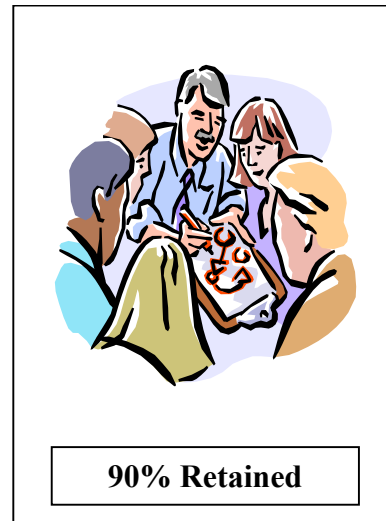
EARS & EYES



**EARS, EYES AND
DISCUSSION**



**EARS, EYES,
DISCUSSION,
PRACTICE & USE**



Workshop & Learning Events Designs and Tips

Definitions of the Eight Steps of Planning

Who: A profile of the participants and the number expected

Why: The situation that the learners are in that demands such teaching/training.

When: The time frame for the teaching/training.

Where: The site for the teaching/training.

What: The content of the teaching/training; the skills knowledge, and attitudes to be taught.

What for: The achievement-based objectives for the teaching/training. What the participants will do with the content during the learning event in order to learn it. described using action verbs, these objectives are quantifiable and verifiable.

How: The structure of the teaching/training; the activities and the learning tasks that the participants will do, and the materials that the participants will use.

Evaluation: Measuring the results of the training quantitatively and qualitatively.

8 Step Planning Worksheet

Who:

Why:

When:

Where:

What:

What for (achievement based objectives):

By the end of the workshop, participants will be able to...

How:

Evaluation:

A SAMPLE ONE-DAY TRAINING FORMAT

Don't Forget!

- ◆ No more than 6 hours total training time if you can help it.
- ◆ *At least* 1 very **active** participatory training technique per day (not counting icebreakers)—especially important in the afternoon.
- ◆ Mix training styles in other content blocks
- ◆ Give breaks about every 1 _ hours

8:30 AM OPENING

- ◆ Establish your credibility
- ◆ Find out who's out there and why they came (*expectations*)
- ◆ Introduce the agenda, objectives and theme of the workshop
- ◆ Negotiate logistics
- ◆ Set the atmosphere—Do an icebreaker and establish group norms.

9:15 AM CONTENT BLOCK

10:00 AM BREAK

10:15 AM CONTENT BLOCK (with participatory exercises)

11:30 AM LUNCH

1:00 PM RE-ENERGIZING ACTIVITY PLUS CONTENT BLOCK

2:15 PM BREAK

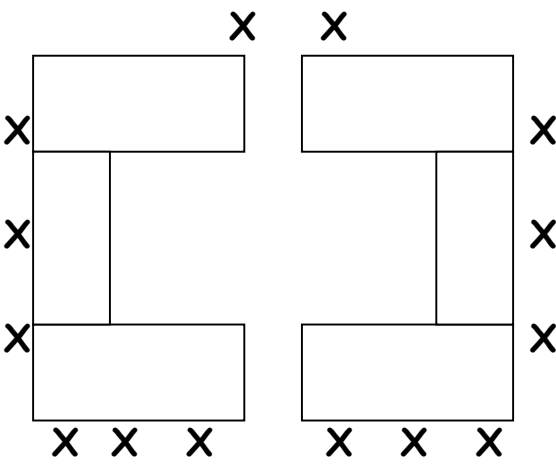
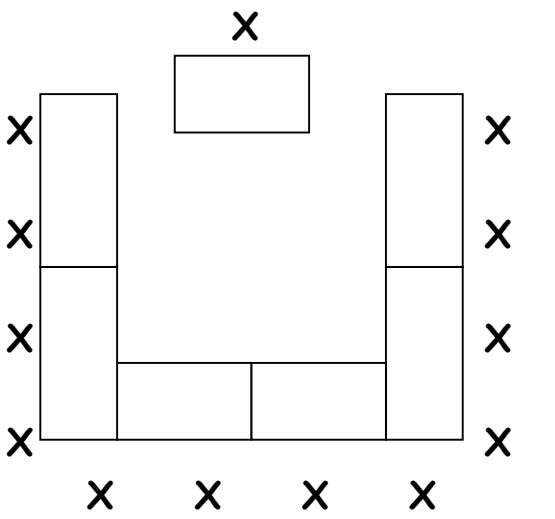
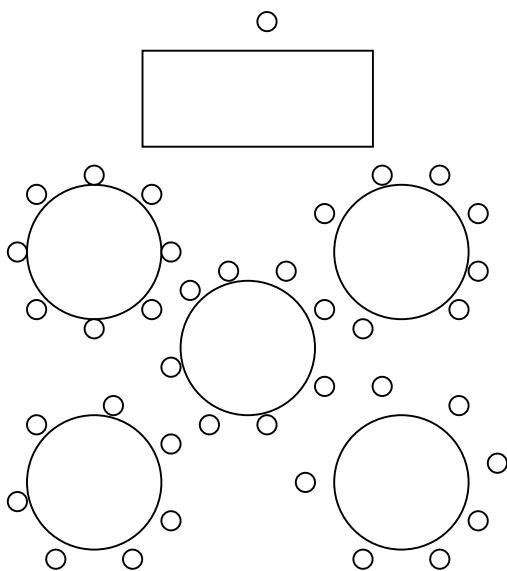
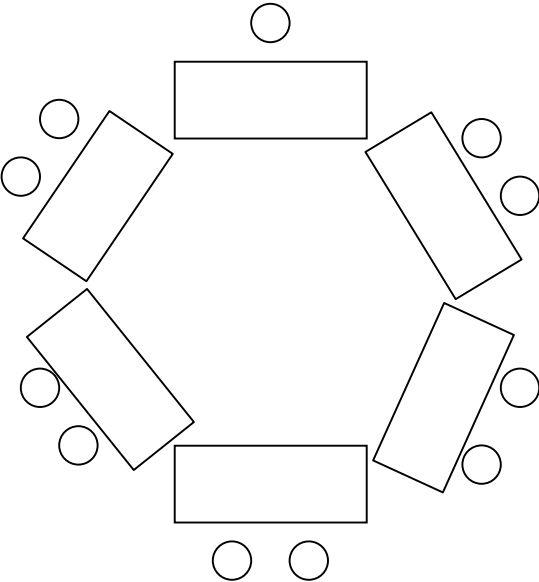
2:30 PM CONTENT BLOCK

4:00 PM CLOSING SESSION

- ◆ Review of key points
- ◆ Evaluation
- ◆ Closure (reading, graduation ceremony, activity, etc.)

4:30 PM ADJOURN

ROOM LAYOUTS THAT IMPROVE LEARNING

| Hollow Square | "U" Layout |
|---|--|
|  |  |
| Buzz Group/Rounds | Circle |
|  |  |

VISUALS THAT WORKS

What kinds of visuals can you use during a workshop or meeting that you lead?

- ❖ Drawings
- ❖ Flipcharts
- ❖ Overhead Transparencies
- ❖ Maps
- ❖ Handouts
- ❖ Photographs
- ❖ Graphs
- ❖ Signs
- ❖ Others: _____

Top tips: Use a variety of visuals & make them colorful!

Tips for Designing Flipcharts:

- ❖ Write letters in print (not script), about 1 _ inches tall
- ❖ Use strong visible colors like purple, blue, green, black & brown
- ❖ Use red or orange for emphasis only, it's hard to read at a distance
- ❖ Put your headlines or titles in capital letters
- ❖ Make your letters neat and clear
- ❖ Write 10-12 lines per page and leave an inch or two of white space in between the lines
- ❖ Use bullets to make lists more accessible: Bullets can be in many shapes or forms
- ❖ Make sure your chart is readable at a distance. If the room is very large, a flipchart might not work
- ❖ Use borders, underlines, or boxes for emphasis
- ❖ Use flipchart pages to record information
- ❖ If you are leading the group, try and let someone else record
- ❖ Keep pieces of masking tape on the stand to quickly move charts from pad to wall

WINDOWPANE ON VISUALS

| | | |
|------------|---|------------------------------------|
| COLORFUL | CLEAR LETTERING | SIMPLE, EASY TO UNDERSTAND |
| HUMOR USED | MAKES ONE OR FEW POINTS | SIZE |
| ATTRACTIVE | SUPPORTS WHAT YOU ARE TALKING ABOUT | INTERACTIVE (Ex. Post-Its, etc) |

FACILITATOR SKILLS DEVELOPMENT FORM

Training/Date: _____

Directions: After each training, take a few minutes to complete this form. Then discuss your answers with your partner. Give each other suggestions on how to do better in the areas that you select. This quick and easy form will help you become an outstanding facilitator!

| | |
|---|--|
| <p>How did the participants react to the session? How did I feel about the session and why?</p> | <p>What did I do well?</p> |
| <p>What difficulties or problems occurred? Why?</p> | <p>What areas would I like to do better in next time?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arranging the meeting (seating, group space) <input type="checkbox"/> Preparing supplies in advance <input type="checkbox"/> Preparing audio-visual materials in advance <input type="checkbox"/> Giving instructions <input type="checkbox"/> Giving a "mini-lecture" <input type="checkbox"/> Using a particular audio-visual materials <input type="checkbox"/> Asking question which promote discussion <input type="checkbox"/> Coordinating tasks with partner <input type="checkbox"/> Guiding participants to discover answer, not giving them answers <input type="checkbox"/> Others, specifically |

PARTICIPATORY TRAINING METHODS AND ACTIVITIES

HOW TO MAXIMIZE PARTICIPATION IN WORKSHOPS

What you can do before the workshop:

- ◆ Get a committee or subgroup to help in the planning
- ◆ Find out specific needs of potential participants
- ◆ Schedule workshops at convenient time of day and place
- ◆ Advertise broadly, especially using word of mouth
- ◆ Once signed up, send out a written questionnaire, call or visit participants to interview them about their specific needs.
- ◆ Provide childcare at the workshops

What you can do during the workshop:

- ◆ Use icebreaker exercises to help participants feel at ease and get to know one another
- ◆ Have seating arrangement that promotes group interaction
- ◆ Demystify topics that have been only accessible to “experts”
- ◆ Help participants build self-confidence and self-esteem
- ◆ Provide a safe environment to try out new ideas, skills and information
- ◆ Allow time for direct application of new ideas, skills & information
- ◆ Use small group as well as large groups
- ◆ Encourage group problem solving
- ◆ Respect diversity—make it an asset to the group
- ◆ Be a *facilitator* of group learning and a *resource person*
- ◆ Find ways for *all* group members to contribute; keep domination by any one individual to a minimum
- ◆ Make training enjoyable, comfortable, but still challenging

LET'S GET THAWED: ICE-BREAKERS AND WARM-UPS

The activities suggested below are generally helpful in at least three ways:

- ◆ As an ice-breaker--"coming present", warming to the task at hand
- ◆ Aids for the participant to get to know one another. People share more willingly and easily when they know the people with whom they are working.
- ◆ Help in identifying group members as possible future references.

And besides, these activities are fun! This list is just a beginning, and the length of your own list will grow with your experiences.

1. **Paired Introductions:** Each person meets and gets to know one other person and in turn introduces his/her partner to the entire group, including at least one positive personality trait which was noted about the partner.
2. **Dyad and Quartet:** Same as above, but instead of introducing their partner to the entire group, they introduce them to another dyad.
3. **One Minute Autobiography:** Break into groups of ten or so. Each person is given one minute to tell about themselves. Use a timekeeper and don't let anyone go over one minute. Restrictions can be set as to what can be talked about (e.g.: nothing about job, family, hometown, and hobbies). These restrictions enable the participants to get right to attitudes and values.
4. **Structured Introductions:** In dyads, small groups or in the large group, participants can write their own obituaries, write a press release about themselves, write an ad about themselves.
5. **Life Map:** Each person draws on newsprint with crayons or magic markers a picture of their life, using stick figures and symbols.
6. **Name Circle:** Participants sit in a large circle. The leader begins by saying their name. The person to their right repeats the leaders name, their own name. The person to the right continues the process until the whole circle has been done.
7. **Sandwich Boards:** Each person writes on a sheet of newsprint, "Things I know" (about the context and purpose of the workshop, areas of personal expertise, etc). On a second sheet of newsprint, they write, "Things I

Want to Know". The two sheets are joined with tape, sandwich board style, and the participants mill around, non-verbally, identifying resources and getting to know one another.

8. **Pocket or Purse:** Each individual pulls out an item from their purse/pocket and introduces themselves in terms of this item, explaining with it is typical of them.
9. **Thought Page:** A period of five minutes or so is set aside for everyone to assign their thoughts, worries, whatever is on their mind to paper in the form of a list. Then all are asked to fold up the paper, put it away and let those worries and preoccupations be put aside for the time being, along with the piece of paper.
10. **The Zoo:** Each person decides what animal they would be if they had been born one. Then all like "animals" must find each other and explain to each other why they are the animals they have chosen. Then, at the group leader's signal, all "animals" must make their animal sounds.
11. **Secret Share:** Each participant writes a "fun" secret about themselves on a piece of paper. All papers are placed in a box or hat. Each person in turn draws out a secret, reads it aloud, and says it as if it were their own secret. The group tries to guess whose secret is really is.
12. **True or False:** Everyone writes three statements about themselves on an index card--only two of the statements can be true. Form pairs, trying to decide which of their partner's statements is false. After each person guesses at their partner's false statement, they put a small "X" by that statement. The partners each move on to form new pairs and the process is repeated. At the end of the exercise, each person reveals to the group their own "x" tally, and identifies the two that are true.
13. **Picture Me:** Participants fold an 8 _ by 11" piece of paper into fourths. They then draw the following, one picture in each quadrant: something I do well; something I wish I did better; something I dream of; something I value. All pair off and explain what they have drawn to their partners. Each person then introduces their partner to the group in terms of their drawing.
14. **Name Game:** List letters of your name vertically (or first name only if both your names are very long). Write an adjective describing yourself that begins with each letter of your name.

Source: *The Great Trainers Guide* by Sue Vineyard

SMALL GROUP TECHNIQUES

SIZES:

- ◆ Dyads (2)
- ◆ Triads (3)
- ◆ Groups of 4-8

WHAT YOU CAN DO IN GROUPS:

- ◆ T-Columns
- ◆ Create parallel brainstorm
- ◆ Role play with an observer
- ◆ Viewing/listening teams
- ◆ Develop questions about a given topic
- ◆ Produce definitions
- ◆ Sequencing: putting steps of a process in order
- ◆ Identify causes or reasons

HOW TO FORM GROUPS:

- ◆ Count off
- ◆ Create other categories (geographical, gender, eye color, etc.)

ROLE PLAYING VARIATIONS

Role Play

A training technique in which participants act out and thus experience real life roles and situations. It is a form of simulation and experiential learning.

Structured Role Play

One that is well planned, typically including the use of written role play instruction sheets, observers, possibly pre- and post-role play guide sheets, etc. The idea is to keep things on track and reduce participant anxieties.

Demonstration Role Play

An enactment of a problem situation by two or more role players, with the rest of the group functioning as observers who subsequently may critique or discuss the action.

Dramatic Skit

A demonstration-type role-play presented to the group that closely follows instruction provided by the trainer. Its purpose is didactic as opposed to having an experiential growth orientation.

Spontaneous or Informal Role Playing

Develops as the need arises in the training situation and thus is unplanned, unstructured, unwritten and unrehearsed.

Empty Chair Technique

A dialog in a role-play with an imagined person in an empty chair; the emotionality and insight is heightened by the single role player switching chairs and thus assuming both sides.

Facing Chairs

A device to generate data about opposing positions on a problem, involving physical and verbal reversal of positions on the issue. The idea is to aid participants to see the other side by arguing for it.

DRAWING COMMUNITY PROBLEMS

Time: 30-45 minutes

Materials:

Several sheets of 8 1/2 x 11" or larger paper, colored pens, newsprint, and marker pens.

Purpose:

To give learners an opportunity to identify, analyze, and discuss important community problems.

Process:

1. Seat participants in a circle, and ask them to pair up with a person next to them.
2. Ask each pair to decide what is currently the most critical problem in the community and depict the problem with a drawing large enough for the full group to see. Ask the pairs to draw not only the "problem", but also its causes or effects on them, their family, their friends, or their community. Explain that they do not need to be a good artist, they can use simple lines and stick figures for people.
3. Encourage each pair to present and explain its drawing to the full group. Record each problem on newsprint.
4. Ask the group to review the list of problems on the newsprint and decide which three are the most critical ones in the community (by consensus or by voting).
5. Post the drawings around the room for later reference.
6. Use these problems as generative themes in the following class sessions.

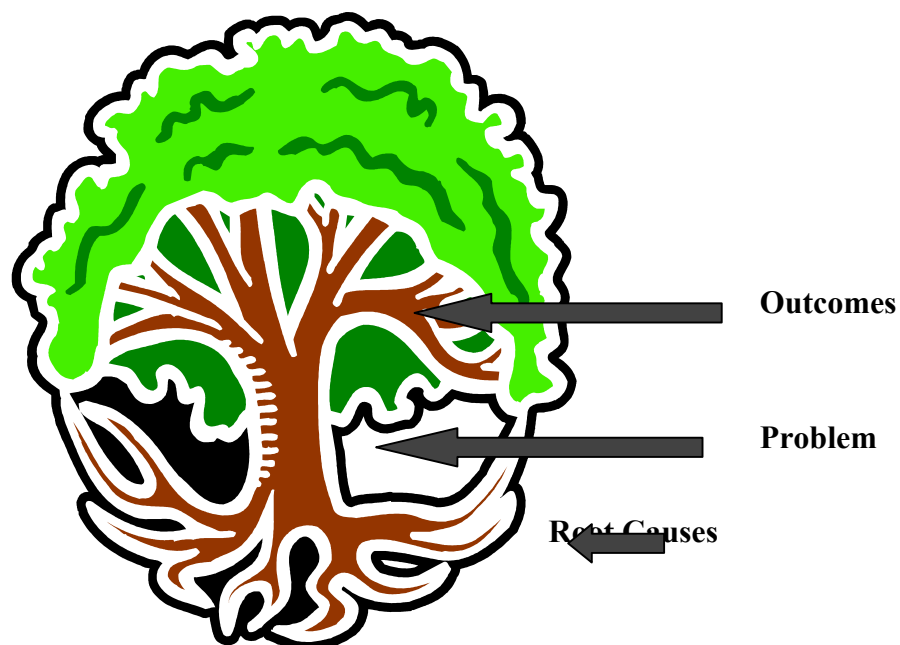
Adapted from: John Mohr, James Kennedy, and Nolan Smith, Washington, DC.

THE PROBLEM TREE

This teaching method is called *The Problem Tree*, a simple tool for getting people involved in analyzing problems. The Tree can be adapted to a lot of different situations that require analysis of the root causes and outcomes of a particular situation. It is the very visual nature of the exercise (the problem is the tree trunk, the causes are the roots, and outcomes or manifestations are the branches), as well as the fact that small groups work on analyzing a problem, that seems to make it so effective.

Process:

1. Identify a problem that needs to be analyzed. For example, it might be youth unemployment, cut off of recycling in the District, or isolation of immigrants in the schools, etc.
2. Draw a tree like the one below or any tree that you might have in your region. On the trunk, write the problem.
3. Ask the group to think about all of the possible causes of the problem and write them inside the roots of the tree
4. Then ask them to think about the outcomes or manifestations of the problem. Write them on the branches.
5. The final step would depend on where your group needs to go with its analysis. You may need to focus on eliminating some of the root causes. Or, you may need to brainstorm some alternative solutions, and either as a full group or in smaller subgroups begin to work on them.



VALUES AUCTION

The values auction is a fast-moving and enjoyable activity that lets participants examine and share some of their priorities in life, as well as appreciate values and choices of others. It can be used in a range of group meetings and training settings, from budgeting to neighborhood revitalization and community planning meetings.

Materials:

- ◆ 15 index card, with one phrase/item on each (see list below for ideas)
- ◆ Fake paper money, so that each person can get \$100 in bills; if played by teams, each might get \$1,000.
- ◆ Variation—you could use something other than money, such as time allotments.
- ◆ Pencil for each participant

Potential Items for Index Cards:

1. A good school system in my neighborhood
2. A community center in my neighborhood
3. Helpful and friendly neighbors
4. A close-knit family
5. A fulfilling and satisfying job
6. A safe neighborhood
7. A raise and promotion at work
8. To become rich and famous
9. To eliminate racism
10. The opportunity to go to school & further my education
11. A vacation in the Bahamas
12. Peace among all the countries of the world
13. To own and manage my own business
14. A good relationship with my partner
15. To live a long and healthy life

Steps:

1. The trainer distributes the currency to each participant, asking one person to act as the banker and not play the game. The banker receives the cash and gives change when needed. If there are many participants, you can ask some to be observers of the process and not bid.

2. Read through the list of items that are for sale once, explaining that you are the auctioneer, and that they will be able to bid on each item for any amount that they want, until it is sold and/or their money runs out.
3. Go through each item again more slowly, receiving bids from participants. When the item is sold, give it to the buyer asking that the person writes down on the card how much they paid for it and pay that amount to the banker. Continue until all of the items are sold or until all of the money is spent.
4. If you did have observers, have them report out on what they saw happening before you debrief the participants.
5. This is the *CRUCIAL* step for learning. The trainer leads a discussion of the auction, with questions such as:
 - ◆ How do you feel about your purchases? Did you get what you most wanted? Why or why not?
 - ◆ Do your purchases show a pattern? Do they give a profile of who you are as a person and what your priorities are? In what way?
 - ◆ Why did you make the purchases that you did? Do they reflect immediate needs or long-term concerns and values? Do they reflect your individual wants, your family's needs or broader community needs?

As participants identify their own patterns and preferences, look at the areas of emphasis such as:

- ◆ Personal recognition and worth
 - ◆ Education
 - ◆ Family life
 - ◆ Economic stability
 - ◆ Job security
 - ◆ Community and societal concerns
6. Depending on the emphasis, move into the discussion on other topics such as priorities for improving your community.