

ANNEXES

ANNEX 1

Participatory Methods

Purpose

This annex provides Guiders with participatory teaching methods that they may wish to use while working with the Girl Guides. These methods will help the Girl Guides to become actively engaged in the learning process, learning about anaemia as they complete various activities as individuals and as patrols. Guiders are encouraged to use these and other participatory techniques as much as possible while using the *Anaemia Prevention Badge Guiders' Training Manual*. In addition, Guiders are encouraged to share these techniques with the Girl Guides, who will use them while conducting community outreach on anaemia.

SPECIFIC PARTICIPATORY TECHNIQUES

1. Warm Up/Ice-Breaker/Energizers

This means using quick games (5-10 minutes) to relax or energize a group. Girl Guides have many examples of ice-breakers, such as:

Warm ups generate a lot of energy and laughter in a group. They can be an easy, fun, and informal way to learn each other's names. Sometimes participants think warm-up games are childish and are at first reluctant to join in. However, after overcoming initial reluctance, participants usually enjoy taking part in warm-up games. Young people are very creative. Facilitators should encourage this creativity by letting young people initiate or lead energizers. As well as being used at the start of a workshop, warm ups can be used as energizers when the group's energy is low, for example after a meal or after a difficult activity.

2. Brainstorming

This means producing a lot of ideas in a short amount of time, with everyone in the group sharing ideas. For example, a group could brainstorm on *ways to get to school*. The group would call out all the ideas they have "walk, take the bus, ride a bicycle, run, ride a horse etc." Another example would be: *why don't some pregnant women take their iron tablets*, and Girl Guides may call out "they don't have them, they are afraid to take them, they don't know what dosage is, they don't feel good when they take them,"

All of the ideas can be written down on a flipchart, chalkboard, or paper. To reinforce the ideas and create opportunities to talk about the issues, the patrol can work together to group or organize the ideas under different themes.

Procedure:

- Decide on a topic.
- Clearly state the topic and time limit for the exercise to the group.
- Appoint a recorder to list all the ideas as they are mentioned.
- State the rules clearly and enforce them as the brainstorm proceeds.
- Restate the topic and time limit to keep the group on track.
- Indicate when the time is up.

Annex 1 has been excerpted/adapted from: WHO Information Series on School Health Document 9: Skills for Health, Skills-based health education including life skills, An important component of child-friendly/ Health promoting school. http://www.who.int/school_youth_health/media/en/sch_skills4health_03.pdf

Note that in brainstorming, the points raised by participants are listed **without discussion**. Once all of the ideas have been presented, it is useful to have a general discussion about the issues raised. Getting participants to group the ideas from the brainstorm reinforces the ideas and creates opportunities to talk about the issues.

3. Working around the Circle/Round Robin

This method makes sure that everyone in the group gets a chance to speak.

When working with groups, it is important that the group leader not be seen as the expert handing out information. Everyone in the group should get a chance to speak and share his or her knowledge.

The circle is a useful way of ensuring that everyone gets a chance to speak. It is important to establish this early on; an appropriate time for this could be while establishing the ground rules for working together. The principle is that if something is being discussed “in a round,” this means that everyone has something to say in turn and that nobody should speak or interrupt while someone else is speaking.

Giving everybody a chance to speak builds the individual’s confidence, self-esteem, and communications skills.

Working around the circle is not a good exercise for groups of more than 12 people as it can take a long time. If you would like to use this technique with large groups, first break them into smaller groups who will each report back to the main group.

4. Small Group Discussion

Working in small groups of no more than eight people

- Group discussion is a technique often used in training. The Guider will need to question, explain, clarify, draw out, and sum up information. If these skills are used effectively, the group will discuss the issues and reach conclusions themselves. Small group work can increase involvement and participation and reduce dependence on the group leader. In group discussions, the participants work together for a longer period than when working in pairs. The facilitator can move from group to group providing assistance when needed and appropriate.
- The leader can present an issue, for example, “telling a friend who has signs of anaemia to see a nurse,” and small groups can look at the advantages and disadvantages of this. Each small group’s findings can be reported back to the large group.
- The Guider can then sum up and draw out the common threads. By referring to the group and drawing on their understanding the facilitator can clear up any misconceptions.

5. Questionnaires/Quizzes

A wide range of questions can be used as a basis for group discussion or to enable individuals to reflect on their attitudes towards a given topic.

Sometimes a multiple choice, true or false, or open-ended questionnaires can be used.

6. Case Studies

Designing a very brief story/situation relevant to the issue (anaemia) being explored by the Group. This is a useful and non-threatening way to illustrate and bring to life very important issues. Case studies can generate discussion on sensitive topics and can also provide an opening for participants to talk about their own situation if they want to.

Procedure:

- Develop or locate a story relevant to the issue that is being explored by the group
- Divide the group into smaller groups.
- Each group can be given the same story. If you have more than three groups, different case studies on the same issue can be used.
- Distribute the case studies to the groups.
- Provide questions for the group to discuss. Each group should write their responses on a flipchart.
- Ask each small group to present its findings to the large group.
- Facilitate a large group discussion on the outcomes, making sure that all the members have the same information.

7. Role-Play

Role play is an informal drama in which people act out a situation. A Guider would give Guides a problem to act out. Very little time is given to go through the preparations and it is often unrehearsed.

A role-play provides an excellent method for practising skills; experiencing how one might handle a potential situation in real life; increasing empathy for others and their point of view; and increasing insight into one's own feelings. The role play also provides an opportunity to discuss some issues in more detail, such as exploring why children don't wear shoes or why women and girls are not sleeping under mosquito nets.

Procedure:

- Introduce the dilemma and clarify the objectives of the role-play.
- Ask for volunteers or choose people you think will act the parts well.
- Give the actors their roles or let them discuss the role-play before actually doing it. This can be about ten minutes.

Observers should reserve their comments or questions for the discussion at the end of the role-play.

8. Drama

Drama is a useful technique for teaching large groups and is also a useful learning process for the people creating the drama. Girl Guides are given a topic or issue to work with, and they create a skit or play based on that particular issue. They perform the play for the large group. For example, the Girl Guides may prepare a community drama around a certain aspect of anaemia – causes, one way to prevent, signs, treatment, etc.

This section adapted/excerpted from: Theatre-Based Techniques for Youth Peer Education: A Training Manual. UNFPA: Youth Peer Education Network, 2005. http://www.unfpa.org/adolescents/docs/ypeer_theatre.pdf

Tips on teaching acting and improvisation

Anybody can act. Once we conquer our fear (stage fright) and understand the topic or our lines, the teacher can assist in the delivery.

If possible, invite a drama teacher to help prepare the Girl Guides for their presentations. The drama teacher or Guide leader may:

- Assist the Girl Guide to effectively express herself and her imagination
- Provide a safe environment for the Girl Guide so that she is comfortable taking risks

Improvisation: This is acting in a drama that doesn't have a written script, but does have a clear plot. To do improvisation, the Girl Guides must be able to clearly express themselves and feel safe. But also must:

- Learn how to react to other Girl Guides lines
- Avoid stopping scenes 'dead' with simple yes or no answers or statements
- Keep the scene moving towards the agreed-upon ending
- Look for ways to do the unexpected rather than the predictable
- Let the focus be on the story and message rather than comedy

Remember that no matter what approach a project uses, scenes or plays are never truly 'finished'.

The more you work with the issues, the more you and your actors will learn. You will likely want to go back and revise your material several times because everything can be made better.

General discussion should be encouraged at the end of the drama. Specific questions can be designed to keep the group focused. Examples of Questions are:

- What are the key lessons you learnt from the play?
- Which character convinced you to do things differently? Why?
- Which messages from the play will you share with other people?
- How differently can we deliver the anaemia prevention message with positive results?

9. Songs/Music

An exciting way of spreading and reinforcing key messages

Songs can be used in a number of different settings, for example:

- At the beginning and end of a drama.
- At the start of a workshop.
- As an introduction to an educational topic

10. Story Telling

Using stories to stir up participants' responses, feelings, values, and attitudes

Procedure:

- Tell the story. When it is finished, ask participants to share their feelings about the story. This can be done through pair work or small group work.
- After five to ten minutes of discussion, the facilitator may ask participants to comment (if the group is large, comments can be taken from selected pairs).
- As each comment is raised, a discussion can take place around it.

Stories should be developed for each particular situation and setting.