Popular Education Methods

OBJECTIVES

At the end of this unit, participants will be able to:

- Apply popular education methods and instructional design steps to create a health education class

INSTRUCTIONS

1. Before the session begins, prepare index cards with "Thank you" written in different languages: "Merci" (French), "Gracias" (Spanish), "Asante" (Swahili), "Shukraan" (Arabic). Select languages that may be representative of your participants. Prepare enough cards so that each participant will receive a card (there will be multiple cards with the same language). Prepare flip chart sheets for small groups with the following headers:
   - Session context
   - Learner analysis
   - Learning objectives

2. Facilitate the session Context Analysis activity (15 minutes)
   - Explain that when we are preparing for a session, it is helpful to think through the organizational context, who the audience is, and how to best sequence the content and activities.
   - We often begin with analyzing the organizational context. Some issues to consider are:
     - Purpose: Why we are having this session?
     - Organization: What organization(s) will be represented during the session? What is the organizational culture? Who does the organization serve?
     - Facilitators (or potential facilitators): interests/ experiences/preferences of facilitators; level of experience with the content, learners, or training styles/methodology
     - Facilities/equipment: Room setup; technology or equipment available
   - As you share the examples, write them on "Context" flipchart page.
   - Ask, "How do you think or imagine this information might impact how you plan your session?"
   - If it is not mentioned, share that the context informs your learning objectives, what kinds of activities you use, and the questions that you ask.

Related C3 Roles

Building individual and community capacity

Related C3 Skills

Education and facilitation skills, capacity building skills

Method(s) of Instruction

Group brainstorm, small groups

Estimated time

60 minutes

Key Concepts

Popular education, facilitator skills

Materials

- Multicolored index cards
- Flip chart
- Markers

Handouts
- Learner Characteristics
- Learning Objectives: Key Verbs
- Sample Lesson Plan

Popular Education Methods

INSTRUCTIONS (continued)

3. Facilitate the Learner Analysis activity (25 minutes)
   - Explain that the next step in our preparation is to gather information about the participants or learners.
   - Ask, "When preparing a session, what would be helpful for you to know about your training participants?"
   - Divide the participants into small groups using the following method or one of your own.
     - Distribute the thank you cards in different languages. Pass out one card to each participant. They will form new groups, by finding the members who have a card with the same language as theirs. They will find their group members by saying thank you in the language on their card.
   - Their task is to make a list of learner characteristics on flip chart paper. Instruct each group to brainstorm a list of learner characteristics that they would want to know before preparing a session. Give each group a flip chart sheet and marker.
   - Ask participants to choose as a group the five most important criteria from their list and write their learner characteristic priorities on flip chart paper. If there is anything missing from the list that they want to add as a priority, they may do so.
   - Ask for a reporter from each group to share back their five priorities. Mention that each group's ideas may bring new insights to our session planning process.
   - Distribute Learner Characteristics handout to each of the participants. Review this handout and compare to the items drafted by the participants on the flipchart.

4. Facilitate the Content Analysis activity (20 minutes)
   - Distribute the Learning Objectives: Key Verbs handout.
   - Explain that another step in session preparation is the content analysis. This relates to the topics that will be covered in the session and how to sequence the topics so that they build upon each other and flow well.
   - Learning objectives are what you want the participants to be able to know or do as a result of your session or group. They always start with a verb. Some examples of verbs that relate to knowledge include "describe, identify, name, list, and understand." Examples of verbs related to doing are "apply, practice, demonstrate, and create." Reference the Learning Objectives: Key Verbs handout.
   - Ask everyone to remain in their small groups. Ask each group to choose a topic (for example: (a) sexual health; (b) HIV life cycle; or (c) medication adherence). After they choose a topic, then ask them to write 2–3 learning objectives related to that topic for a sample session. They can use the Learning Objectives Key Verbs handout for guidance.
   - Ask participants to take notes on flip chart paper. After 10 minutes, ask them to post their flipcharts on the wall and have everyone do a gallery walk by walking around the room and reading what the other groups wrote on their flip chart paper.
   - Ask, "Did anything catch your attention?"

5. Wrap up.
   - Distribute and review the Sample Lesson Plan handout as a format they can use to create lesson plans.
   - Thank participants for their contributions.

Learner Characteristics

Cognitive Characteristics

- Language preference
- Reading level
- General world knowledge
- Specific prior knowledge related to the subject

Physiology Characteristics

- General health
- Mobility
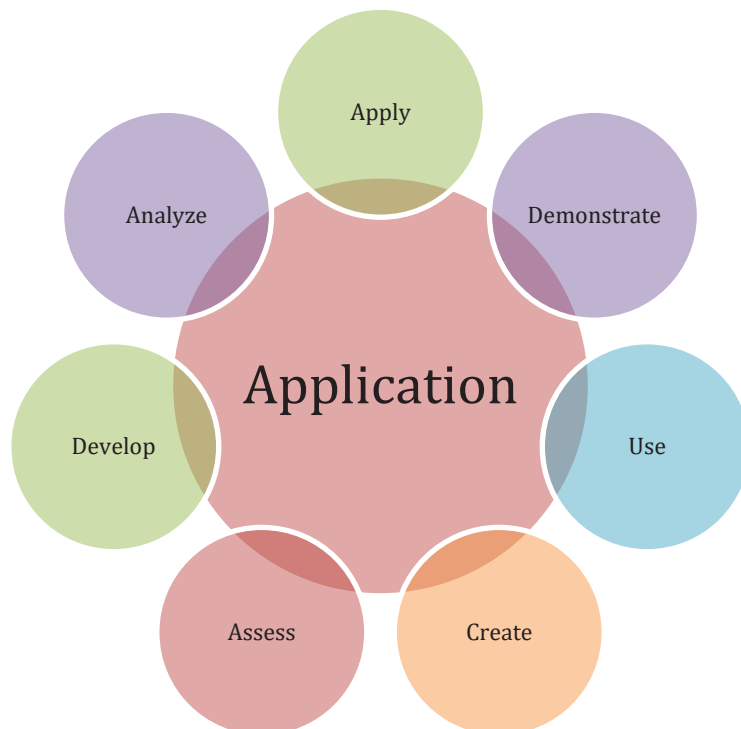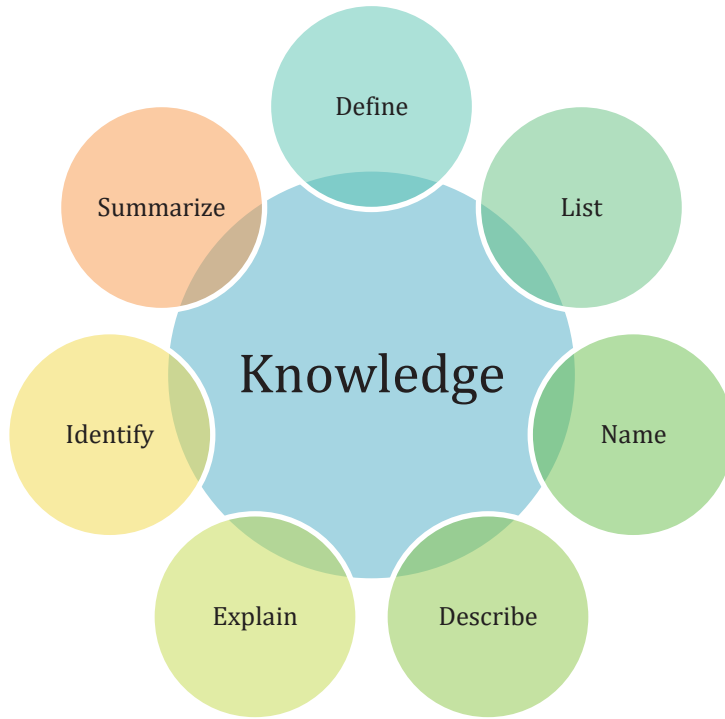- Age
- Gender identity

Learner Characteristics

Affective Characteristics

- Interests
- Motivations
- Attitude towards subject matter
- Beliefs
- Anxiety
- Attitude towards learning

Social Characteristics

- Relationships to peers
- Feelings toward authority
- Racial/ethnic background
- Socioeconomic status
- Religious or other affiliation
- Role models

Learning Objectives: Key Verbs

Define

List

Summarize

Name

Identify

Knowledge

Explain

Describe

Apply

Analyze

Demonstrate

Develop

Application

Use

Assess

Create

Sample Lesson Plan From:
We Are Health: A Capacity-Building Curriculum for Community Health Workers

Leadership and Advocacy Skills

PLACE: DATE:

TIME: 3.5 hours   FACILITATORS:

Objectives: By the end of the session, participants will be to:
- Describe four different models of leadership
- Identify qualities and skills of an empowering leader
- Describe and define the two levels of advocacy: individual and group
- Apply the skills of empowering leadership to advocacy at the individual level

Topic	Method	Process	Time	Materials	Facilitator
Introduction	Lecture	• Welcome participants to the session. • **Ask: "Do you have any reflections or comments from last week's classes (addictions/recovery and self-care) that you would like to share with the group?"** • Introduce the topic. During this session we will be focusing on leadership and advocacy skills for CHWs. • Present the agenda and objectives. • Explain that many of us are already recognized as community leaders. Our previous experiences with different types of leadership affect the way we teach and empower other community members and	20 min	❑ Flip chart: Topic ❑ PowerPoint: Agenda and Objectives	

			15 min	❑ Flip chart: "Leader" in mind-map /bubble format ❑ PowerPoint: Definition of leadership ❑ Ball ❑ Music ❑ CD player/ smartphone ❑ Speakers
		leaders. For that reason, it is very important to think critically about different types of leadership and learn how to use the style or styles that are appropriate in each setting. • Ask: **"Does anyone have questions before we proceed?"**		
Introduction to leadership skills	Dinámica and brainstorm	• We will start by exploring the meaning of the word "leader." • We are going to use a dinámica called "The Hot Ball." • Ask the participants to stand up and tighten the circle. • Explain that while the music is playing, the participants will pass the hot ball around the circle. When the music stops, the person holding the ball will share their answer to the question, and the facilitator will write it on the flip chart paper. • The facilitator will present a flip chart page with the question, **"What comes to mind when you hear the word 'leader'?"** • Play the dinámica and write responses on flipchart paper. • Reflect: **What catches your attention about the words we associated with the word "leader"?** • The facilitator will then present a definition of leadership: *"Leadership means taking responsibility for the world around you. A leader is someone who can see the entire situation, organize the experience of the group, offer a vision of the future, and teach followers to be leaders. To be a leader means to have special opportunities to make a magnificent difference in the lives of those who allow the leader to guide them." (Miguel Angel Cornejo y Rosado)* • Ask, **"What catches your attention about the definition?"**		

Topic	Method	Activity/Instructions	Time	Materials
		• Thank participants for their participation, and explain that we are going to continue discussing leadership in the next activity.		
Four models of leadership	Visual aid/drawing	• Explain that there are many different kinds of leadership. Now we will explore 4 different models of leadership. • Present the PowerPoint to the group with the four models of leadership (one slide at a time): • Ask them to reflect (one slide at a time): **• What does this model tell or suggest to you? What kind of a leader is this? What might we call this leader?** • Clarify the meaning of each type of leadership by referencing the handout on the four leadership styles. Reflection: **• What are advantages and disadvantages of each model? When is it appropriate to use each model?** **• Which style or styles of leadership will be most effective in your role as a CHW in your own community?**	25 min	❑ PowerPoint: Drawings of 4 leadership styles ❑ Handout: WAH Definitions of four leadership styles ❑ Flip chart: ❑ Page with names covered for four different leadership styles
Our personal experience with empowering and disempowering leaders	Art posters and gallery walk	• Now we will explore the qualities and skills of an empowering leader. • Explain: Think about an experience that you have had with an empowering *and* a disempowering leader. • Ask them to create a drawing to represent both experiences, using half page for each experience. • Post their drawings on the wall. • Ask participants to go around the room and look at the gallery walk of empowering *and* disempowering posters. • Invite the group to come back to the circle.	15 min	❑ Blank flip chart paper for poster ❑ Markers
Characteristics of an	Pairs with shapes	• Explain: Think about an experience that you have had with an empowering leader. Then, *when you*	20 min	❑ Flip chart: page divided in half.

Empowering leaders		have that image in your mind, think about the characteristics that he/she has. ● Then, write on one of the shapes a positive characteristic that the leader used that made you feel empowered. ● Then, think of an experience that you have had with a disempowering leader. Then, in the other shape write a negative attitude or behavior that the leader used that made you feel disempowered. ● Then, ask participants to find a partner so they can share their work/experiences with each other. Invite participants to come to the front, read their shapes out loud and paste them on the flipchart page. Reflection: ● What catches your attention about the positive characteristics of **empowering** leaders? ● What catches your attention about the negative attitudes and behaviors of **disempowering** leaders? ● Why do you think it is important that we, as CHWs, use empowering leadership qualities/skills with our communities? ● Reference the handout on characteristics of an empowering leader.		empowering/ disempowering ❑ Shapes (2) ❑ Sharpies ❑ Handout: Characteristics of an Empowering Leader
My personal commitment card	Individual reflection and writing	● Hand out "My Personal Leadership Commitment" cards. ● On the left hand side of the card, ask each participant to write 3-5 leadership skills that they would like to improve. ● Next to each skill, have them write one way that they will try to strengthen that skill. ● Give participants 5 minutes to fill out their cards. ● Explain that we want them to take this card home and use it as a reminder of their goals.	5 min	❑ Handout: Leadership Commitment Cards
Break		● We will now take a 15-minute break and return to focus on advocacy skills.	15 min	

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Re-integrating the group	Dinámica	• Welcome people back from the break. • Invite them to play the dinámica of charades. • Ask 4-5 people to stand in a line facing the same direction. The facilitator will share a scene with the person at the back of the line to act out. When the participant is ready, they will tap the shoulder of the person standing in front of them to have that person turn around and face the person in the back of the line. The "actor" will act out the scene without using words. The second person then taps the shoulder of the person in front of them and acts out the scene. The last person to watch the scene acted out will guess what the scene is. **Potential scenes (to act out):** • A community leader teaching a class on breast health to a men's group. • A leader advocating for a community member at a clinic • A teacher teaching 5-year-olds and their parents to brush their teeth	10 min	❑ Scenarios written on paper
Introduction to advocacy and effective individual advocacy	Sociodrama	• Explain: One of the skills of CHWs identified in the National Community Health Advisor Study was "Advocating for groups and individuals." Now we will discuss advocacy skills, which are connected to leadership skills. • Present a definition of advocacy: ***An advocate is someone who argues for a cause – a supporter or a defender. To advocate is to act in support of a particular issue, cause or person. (Adapted from the American Public Health Association)*** • Explain that it is important to remember that advocacy can happen on an individual level with a	45 min	❑ PowerPoint: Definition of advocacy ❑ Flip chart: page for reflection

		- community member *and* on a group level to address a problem or issue in the community. - The difference between advocacy and organizing is that advocates often speak on behalf of others, while organizers get those affected to speak for themselves. - Explain that we will now look at effective advocacy methods through sociodramas. - Divide participants into groups of 5 people. Ask each group to prepare a sociodrama to demonstrate advocacy at the individual and/or community level. Each group can choose their own scenario. Allow 10 minutes for preparation. - Have groups present their socio-dramas to larger group. - After all groups have presented, ask, **"What advocacy skills did you see in the sociodramas?"** - Write answers on flipchart.		❑ PowerPoint: Question ❑ Blank flip chart pages ❑ Handout: Copies of Marta's story from Public Health session
Empowering leadership and effective advocacy	Cooperative learning	- Explain that for our next activity, we will explore how the positive characteristics of an empowering leader can be used to do effective advocacy at the individual level. - Divide participants into groups of 4-5 people. Remind them to choose new and different roles in their groups. - Give each group a handout with Marta's Story. Ask each group to read through Marta's story and answer the question: **"If you were a CHW working with Marta, how could you use empowering leadership skills to effectively advocate for Marta?"** - Encourage participants to refer to the Characteristics of an Empowering Leader handout. Ask each group to record their answers on flipchart	30 min 15 min group work 15 min report back	

		paper. • Gather participants back together and ask each group to report back on their discussion.		
Key points		• There are 4 commonly used leadership styles: authoritative, paternalistic, participatory and empowering. As a CHW, often the most effective style to use is empowering leadership. • Some characteristics (skills and qualities) of empowering leaders are the ability to create an environment of trust, focus on strengths, and know their limitations. • An advocate is someone who argues for a cause – a supporter or a defender. To advocate is to act in support of a particular issue, cause or person. • To be an effective advocate, it is important to use empowering leadership skills.	5 min	❑ PowerPoint: Key points
Evaluation	Individual work	• Hand out written evaluation for the session. • Thank everyone for their participation.	5 min	❑ Handout: Written evaluations

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Acknowlegements

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