

A HEALTH EDUCATOR'S MANUAL

for Family Planning Providers
and other Reproductive Health Professionals



Developed by TRAINING 3, Family Planning Council, Inc. (2003)
TRAINING 3 is the DHHS Region III Family Planning Training Center.
TRAINING 3 is supported by the Office of Population Affairs
and the Centers for Disease Control and Prevention,
Department of Health and Human Services.

TABLE OF CONTENTS

[Click on page number
to go to page](#)

Overview	Page 1
The Big Picture	
Chapter 1	Page 2
Planning The Workshop: Dotting The I's and Crossing The T's	
The Planning	
The Logistics	
Chapter 2	Page 4
Designing and Implementing A Workshop: The Guidelines	
Writing Behavioral Objects	
Teaching Methods	
Developing The Workshop Lesson Plan	
The Evaluation	
Guidelines For Presentations	
Chapter 3	Page 13
Audio Visuals: We Learn It Better When We Hear It and See it.	
The Purpose Of Visual Aids	
Audio Visuals They May Choose	
Flip Charts and Videos	
Use Of Microphones	
Participant Materials	
Audio Visual Check List	
Chapter 4	Page 15
The Workshop Facilitators "Tool Box"	
Teaching Tips	
Facilitation and Presentation "Tools" for Facilitators	
Twenty (20) Minute Rule	

Chapter 5	Page 19
Background Materials	
Characteristics Of Adult Learners	
Adult Education Principles	
The Adult Learner	
Learning Styles	
Appendices	Page 25
1. The Learning Cone	
2. Evaluation Form #1	
3. Evaluation Form #2	
4. Audio Visual Checklist	
5. Ice Breaker and Workshop Activities	
6. Ice Breaker Quick Sample Question	
7. Marketing Ideas and Methods	
Acknowledgement	Page 40
References and Resources	Page 41

Overview [{click here to return to table of contents}](#)

The Big Picture:

While a Family Planning provider's duties and skill sets lay mostly in the clinic setting, staff are often asked (by clients, organizations, or employers) to deliver health education workshops within their communities.

The purpose of this manual is to provide Family Planning providers a resource to assist them in planning and implementing effective education programs for their clients.

Clinicians and staff will be introduced to ideas, tools and effective practices necessary to increase their knowledge and enhance the quality of their teaching.

Chapter 1: Planning the Workshop:

[{click here to return to table of contents}](#)

Dotting the I's and Crossing the T's.

Planning

When beginning to plan the workshop, the following list of questions should be considered:

Content

- What is the primary purpose of this workshop? What are the overall desired outcomes for this workshop?
- Has a needs assessment been conducted?
- Who is the target audience? What does the audience know about the topic? What do they want to know? What does the audience need to know?
- What special interests, biases or reasons do the clients have for attending the workshop? Is attendance mandatory or voluntary?

Authors Note:

It has been my experience that workshops that most influence positive behavior changes in clients are those that are client centered rather than provider centered. If the workshop is not client centered the participant will always be thinking or asking aloud "What is in this for me?" and "Are they going to discuss anything I care about, anything that's important in my life?"

If you have communicated with your clients prior to developing the program, and really listened to their responses, you will know what is important to them about the topics and you can incorporate those ideas into the program.

The more the program meets their needs, the more the clients will make positive behavior changes.

Example:

A program on reducing the risk of genital warts in your client population.

Most important to the provider may be:

- *To reduce risk of genital warts*
- *To promote safer sex practices*
- *To reduce the risk of cervical cancer*

Most important to the client may be:

- *Not to have those “ugly” warts*
- *Not to “Turn Off” sexual partners*
- *Not to be embarrassed having to discuss this with your partner(s)*

When you address the clients concern in their language they will see that this information is important to things they care about and there is something in this for them. As a result the chances are good that the clients will move toward positive behavior changes.

Logistics

- Who will design and facilitate the workshop?
- Will there be any guest speakers?
- What resources are available for the workshop? What is the budget for this workshop? Have the funds been secured?
- How many participants will attend?
- Where will the workshops be held? What logistical issues need to be considered? I.e. Adequate parking, handicapped access, etc
- Is the necessary audiovisual equipment and technical support personnel available?
- Will materials be handed out? How will the materials be provided?
- Who will develop and analyze participants’ evaluations?

Chapter 2: Designing and Implementing A Workshop

[{click here to return to table of contents}](#)

The Guidelines

Gear the session toward the client needs

Prepare everything

Dress professionally

Memorize your opening and closing

Practice, practice, practice

**Review the agenda at the beginning of the training
and make adjustments and/or additions**

Make the workshop objectives clear to the group

Make the session participatory

**Provide opportunities for clients to practice &
demonstrate their competencies**

Encourage questions

Use visuals and varied learning techniques

**Encourage the incorporation of training information
into the clients lifestyle**

Evaluate

WRITING BEHAVIORAL OBJECTIVES

1. Describe the information, skills, behaviors or perspectives participants in the Session will acquire.
2. Clearly identify the outcomes or actions participants can expect to demonstrate.
3. Write specific learning objectives that relate to these outcomes and that reflect the content of the session. Objectives describe the behavior of the learner, and
 - a. are stated clearly;
 - b. define or describe an action;
 - c. are measurable.

Tips for Writing Objectives

For the particular skill, choose the appropriate behavioral term.

Skill	Behavior terms	Sample Objective <i>Participants will be able to:</i>
Knowledge	To write, define, repeat, name list	List the policies which relate to drawing blood for HIV testing
Comprehension	To restate, discuss, describe, explain, review, translate, locate	Describe the conditions required for release of the results of an HIV test.
Application	To operate, illustrate, use employ, sketch	Demonstrate use of N.I.H. software to compile and display clinic data.
Analysis	To differentiate between/among, appraise, calculate, test compare, contrast, solve, criticize	Explain the strengths and weaknesses of focus group data.
Synthesis	To compose, propose, plan, design, manage, collect, construct, organize, prepare	Design a format for Power Point slides.
Evaluation	To evaluate, rate, select, estimate, measure	Evaluate the effectiveness of the prevention training.

Teaching Methods

Method of Instruction	Description	Best Usage
Lecture	Often referred to as talking at the group, is simply addressing passive audience	For lecture to be effective, the presenter must be aware of the students at all times; the material must be made meaningful to the group
Demonstration	Allows clients to observe what the presentation is about	Most are limited to situations requiring motor skills but could be used to show interpersonal skills
Group Discussion	Covers many methods of discussion: structured; open forum; panel	Structured – allows the group to have input and meet objectives; Open-forum-can be used to voice opinions or vent frustrations; panel – should be mixed with Q&A method
Case Scenarios	The factual account of human experience centered in a problem or issue faced by a person, a group or an organization	Case studies that incorporate role-playing allow students to vicariously experience situations in the workshop that they might face in the future.
Videos or Films	Used to reinforce the main point(s)	Should be used as support for the facilitator
Question and Answer	Involves some student participation and gives the trainer a good indication of whether the message is being received or not	Facilitator should ask questions of the group often, making sure they are relevant to the topic

Adapted from: (Bonwell, C & Eison, J., 1991; Kroehnert, G., 1995)

Developing The Workshop Lesson Plan

A well-prepared lesson plan helps the facilitator keep the instruction on target. When developing the lesson plan, use the “Golden Rule” as a model:

- a. *Tell them what you are going to tell them.*
- b. *Tell them.*
- c. *Tell them what you told them.*

In other words,

- First, present an overview of the session including the learning objectives and expectations.
- Next, present the material in an effective, efficient and relevant manner by using instructional strategies that actively involve clients in the learning process.
- Finally, review the material and end with a summary of the session.

When developing the lesson plan, the facilitator should ask: What is the best way for participants to learn this material?

A sample lesson plan consists of the following components:

- **Timing** – the running time of the session;
- **Content** – lists of all things that have to be addressed during the session;
- **Training techniques** – what type of teaching method will be used during each section of the session;
- **Participants activity** – list of types of things the participants will be doing during the session (listening, looking, discussing, practicing); and
- **Aids required** – note when training aids are required.

THE EVALUATION

Tips for making the evaluation meaningful

(Eison, 1980)

- Tell the participants that they will be asked to fill out an evaluation questionnaire and their comments will be appreciated.
- Set a positive tone for the evaluation process in the beginning of the workshop. Inform the participants you would like their honest feedback and suggestions on the workshop.
- Assure the participants that the information from the evaluation forms will be used to improve the workshop.
- Provide adequate time for the completion of the forms before the workshop is ended. Instruct the participants they have at least 5 minutes to complete the form before the closure.
- THE CEU certificate.
- Have a box by the exit door for turning in the forms.
- As an alternative to having participants complete an evaluation at the end of the program, you could have the participants complete an evaluation at the completion of each module/session or mid-day rather than waiting until the end of the day.
- Thank the audience for their participation.

SAMPLE WORKSHOP PLAN

Lesson Plan Birth Control 1 Hour

Timing (Minutes)	Content (What to be taught)	Workshop Technique	Participant Activity	Aids Required
<i>INTRODUCTION “Tell them what you’re going to tell them”</i>				
15	Introduction -Facility -Topic -Objectives -Overview of Class	Lecture	Listening	Overheads
	Ground Rules Participant Input What do you want from the workshop	Lecture Class Discuss	Class Responds To Question	Overheads Video Large Paper Pad Stand Markers
<i>BODY “Tell Them” (and let them practice)</i>				
30	Methods of Contraception: Reversible Methods • Barrier • Hormonal • IUD’s • Emergency Contraception	Lecture	Handouts of Contraception Methods	Overheads Anatomical Model Lecture
	Permanent Methods • Sterilization • Tubal ligation • Vasectomy	Lecture Discussion	Listen Small Group Methods Participate in	Overheads Lecture
	“How Do You Choose?”	Q& A Discussion	Q&A Discussion in Small Group	Scenarios, Large Paper Pad, Markers
<i>CONCLUSION “Tell them what you told them”</i>				
15	Summarize Review Closing	Lecture Q & A	Listening Ask Questions	Overheads Anatomical Model

GUIDELINES FOR PRESENTERS

Adapted from (Eison, 1990)

When Planning a Workshop:

- ***Have clear and specific objectives for each activity.***
 - Develop clear program objectives that are specific and measurable
 - These objectives become the yardstick against which the program is measured in the participant evaluations.

- ***Choose an active learning strategy most appropriate for each workshop objective.***
 - Choose activities that support the program objectives.
Examples:
 - Brainstorming – can help to generate a list of creative ideas
 - Role Playing – Use only after a climate of trust has been established.

- ***Employ variety in your choice of active learning strategies.***
 - The repeated use of one strategy becomes boring. “Variety is the spice of life.”
 - Something for everyone is what makes a successful workshop.

- ***Have confidence in the participants’ ability to contribute productively.***
 - Do not underestimate the talents, ability and creativity of the participants.
 - Tell them you recognize their expertise and will rely on their experience and creativity to help accomplish the workshop objectives.

- ***Design carefully written materials that will be used in the workshop.***
 - Produce an ample supply of attractive, well-organized handout materials for the participants.
 - Attractive workshop handouts, readable overhead transparencies and a well-organized power point presentation can make the difference between a professional and an amateurish workshop program.

- ***Allow adequate time in your plans for the group to complete each activity.***
 - Facilitators frequently underestimate the time it takes to complete the workshop
 - In your planning, allow for 10% to 20% more time to complete the workshop
 - Just in case you may finish earlier than planned, have one or two additional activities prepared.

- ***Plan strategies to deal with potential problems.***
 - Try to anticipate scheduling, activity, or audiovisual problems which could arise, and have contingency plans ready.
 - Talk to an experienced workshop facilitator for advice
- ***Anticipate how you can deal with difficult participants (e.g., the “conversation monopolizers,” the “it-can’t-be-done” person, the “group clown”).***
 - Practice ways to reduce the negative affects of distracting personalities on your workshop.
 - Look for ways to redirect the distracting comments.
- ***Advise participants that active involvement is expected.***
 - Do this in the beginning of the workshop...but always give the participants an opportunity to “pass” if they are uncomfortable.
- ***Provide participants with a pre-workshop activity.***
 - Send a short active learning assignment to workshop participants several days in advance. This encourages them to begin thinking about the workshop objectives before they arrive.

During the Workshop:

- ***Arrange furniture to encourage participant interaction.***
 - The physical setting of a room can have a significant influence on the level and type of group interaction that follows.
 - Of course, be prepared to rearrange the room as needed.
- ***Begin by having participants introduce themselves.***
 - An “Ice Breaker” is an activity in which they introduce themselves to one another. It can help them to establish group rapport and a sense of trust.
- ***Communicate often our expectations regarding active participant involvement.***
 - Communicate clearly your program objectives to the group.
 - If you want the participants to complete activities, they must understand why and what you expect.
- ***Seek the groups’ feedback to determine if they share your objectives.***
 - Be willing to modify your original objectives if necessary.
- **Be sensitive to differences in participants’ preferred styles of learning.**
 - By providing a wide variety of learning activities, you increase the likelihood of having something for everyone.

For example, introverts might favor short writing activities and sharing their responses with one partner, while extrovert’s might favor group brainstorming and role-playing activities.

- ***Be flexible and don't be afraid to be spontaneous.***
 - Many great successes have occurred when unexpected events have redirected one's teaching in an unplanned way.
 - Do not consider such events unpleasant intrusions; instead, be an opportunist and look for new ways to achieve success.
- ***Develop strategies to monitor and control time.***
 - Plan convenient and polite ways to change the pace of the group's activities, or bring an activity to a close if it is going on too long.
- ***Know when to move on or to change pace.***
 - Become sensitive to the group's energy level and pace of activity.
- ***Take care of the participants' personal needs throughout the workshop.***
 - Remember that a workshop is a social event.
 - Prepare an atmosphere and schedule that maximizes participants' comfort.
 - Control the room temperature, provide healthful refreshments and include sufficient breaks for rest and social interaction.
- ***Solicit participant feedback to help improve future workshops.***
 - A good workshop should provide participants with an opportunity to evaluate the workshop and the effectiveness of your leadership.
 - Invite participants to tell you in an honest way what went well and to suggest improvements for future programs.

After the Workshop:

- ***Provide materials to stimulate further reading and study following the workshop.***
 - Develop an annotated bibliography and other printed resources, to increase the likelihood that participants will continue to think about, and benefit from, the program.
- ***Provide follow up activities to the workshop.***

Based on: *Handbook for Trainers*, Florida Dept. of Health

Chapter 3: Audio Visuals: [{click here to return to table of contents}](#)

We Learn It Better When We Hear It and See It

Educational research shows that most people have better comprehension of material when they can both see it and read it.

The purpose of visual aids is to:

- Arouse and maintain interest
- Simplify instruction
- Accelerate learning
- Aid retention

Good visual aids are simple and easy to understand, they are brief and concise, and they stress essential points. They are readable type, clearly visible, the right colors and have adequate spacing. It is essential that visual aids are interesting and applicable to the subject.

Audio Visuals: The Many Choices

Overhead/Computer Projected Slides (e.g. PowerPoint, Proximal)

Slides should be used to highlight, emphasize and add clarity to the presentation or to provide additional information. Visuals should be used to enhance a presentation, not compete with it.

The use of blank overheads that can be written on will probably increase visibility and readability in a large group.

When to use: Can be used in small or large groups a good choice for large groups. (Where flip charts or writing on board would be hard to read.)

Flip Charts

Flip charts should be positioned in the corner of the room and should stand 3-5 feet from the speaker. No more than two or three points should be illustrated per sheet. Jumbo markers in a variety of colors are the easiest to read. A volunteer or assistant should be utilized for writing in order to free up the speaker and speed up the process.

If some material is prepared ahead of time, use two easels – one for prepared pages and the other for pages to be developed during the presentation.

When to use: Use with small groups. Large groups cannot read the print.

Video

A video should be an integrated part of the overall presentation. Each video segment in a workshop should be brief. Participants should be told:

1) what the video will address, and 2) what they should pay particular attention to.

When to use: Can use with small and large groups. If used with large groups the screen needs to be elevated.

Microphone

Regardless of how small the workshop, the presenter must be able to project her/his voice throughout the entire room. It is always a good idea to reserve a microphone, if not for the presenter, perhaps for the audience.

Microphones may be available in many varieties. The standard podium with microphone may be adequate for a presentation that is predominantly lecture. *Lavalier* microphones allow the presenter more freedom of movement. If the presentation includes audience participation, a wireless microphone or a microphone stand may be most desirable.

Participant Material

Handouts can provide more detailed information that participants can take from the session and use once they return home. Adults must be attracted to information before they will use it. It is important to use professionally appearing and visually “attractive” materials, graphics and layouts.

To actually remember the material, learners need to relate new information to what they already know. Examples and illustrations help make material memorable as well as understandable. To make new information meaningful and memorable, use real-life scenarios.

Presentation Handouts may include supplemental material the presenter feels are helpful or necessary to further the learner’s understanding of the material presented (e.g. Power-Point handouts, detailed notes, bibliographies, articles reprinted).

Chapter 4: The Workshop Facilitators Tool Box

[{click here to return to table of contents}](#)

Teaching Tips to help you become a terrific educator

Know your material It's okay to use notes and outlines, just don't read them.

Let participants know at the beginning of the session what you will be talking about and what you hope they'll learn

Look at your audience – give eye contact, if you are not comfortable with a lot of eye contact look, at a spot on the wall over their heads

Talk on the participants' level. Don't use technical or medical jargon

Be excited and enthusiastic about your program

Have a good sense of humor – laugh with your group, not at them

Talk loud enough and slow enough for people to hear you and keep up with you. Remember that you are not making a speech. You are talking with, not at, your participants.

Use adult learning principles. *ask the participants what they would like to accomplish by the end of the presentation. Encourage the group to ask questions and make comments during the presentation if you are comfortable with the interruptions. If not, tell them you would prefer they hold questions until the end of the program.

If you feel nervous before or during your presentation take several deep breaths before you speak. Take sips of water.

Use audio visuals, when appropriate to enhance learning.

If you are asked a question and don't know the answer – don't guess, volunteer to find the answer.

Beware of your body language.

Stay away from words like “always” or “never”, instead quote reliable sources.

****See Background Materials Chapter 5.***

Based on the Peer Health Education Manuals from East Carolina University and Millersville University of Pennsylvania

FACILITATION & PRESENTATION “TOOLS” FOR FACILITATORS

Bridging

When you bridge, you link one topic to the next in a way that makes a natural and logical flow in its simplest form, bridging, may be something like, “*Because we’ve already seen that _____, let’s move on the explore _____.*” Bridging takes participants from something they know to something new and shows how one topic relates to the next.

Inviting Participants to Speak

At times, you may ask all participants to respond to a questions or an idea. You can do this by “surveying” the group. Because your intent is to give each person the chance to contribute something, simply acknowledge each response but do not criticize or comment on it.

Referring Back to the Group

Toss participants’ questions back to the group to explore. This helps participants talk with you and each other, rather than you talking at them in a lecture format.

Use Silence

Allow time for participants to think about your questions and answer them. Too often we are so uncomfortable with silence that we don’t allow any to exist, but it is OK and often necessary.

Offering Options (and not directives)

The more choices people have about behavior, the more likely they are to identify one in which they are willing to participate. Remember that options include choices you might not agree with or make. (A good process, however, will help participants explore the cost and benefits of each option).

Maintaining a Non-judgmental Perspective

Your skill in showing a non-judgmental perspective contributes to the comfort people need in order to learn. If people think their options, values, beliefs, or behaviors are going to be criticized, they will be less likely to participate.

Managing Time

Plot out the use of the time available. Remember that workshops are introductory discussions and you will not have time to exhaust every topic to its completion.

Keeping on Topic

An effective workshop requires an agreed upon focus that everyone sticks to. While it is important to be flexible, you should establish what the topic(s) is at the beginning of the workshop.

Self-Disclosing (limited)

Self-disclosure helps participants identify with you and be receptive to discussion. Be careful, though, to only disclose when the disclosure will be helpful to the process of the group.

Confrontation

Point out inconsistencies between what people are saying and what people are reportedly doing. If done sensitively, this skill can challenge individuals to re-examine their behavior.

Reflecting

Show participants that you understand what they are thinking or feeling with reflection. Examples: “*So you feel...about...*” and “*So you think...*”. This helps participants know that you are listening and that their thoughts and feelings are important enough to acknowledge. It also helps clarify their thought and feelings.

Paraphrasing

Re-state what you hear in different (sometimes fewer) words. This helps you relay a participant’s response to the rest of the group. It also helps clarify messages, and sometimes produce further discussion.

Summarizing

A brief statement of the main points can be a useful way to finish one part of a workshop before moving on the next. You may also want to summarize the main points of an important discussion.

Closing

It is important at the end of a workshop to “pull it all together” for the participants. Summarizing should include reviewing the main points of the workshop and relating them back to the learning objectives.

Source: Adapted from – Robert McKenna, Allegheny University of the Health Sciences, 1997

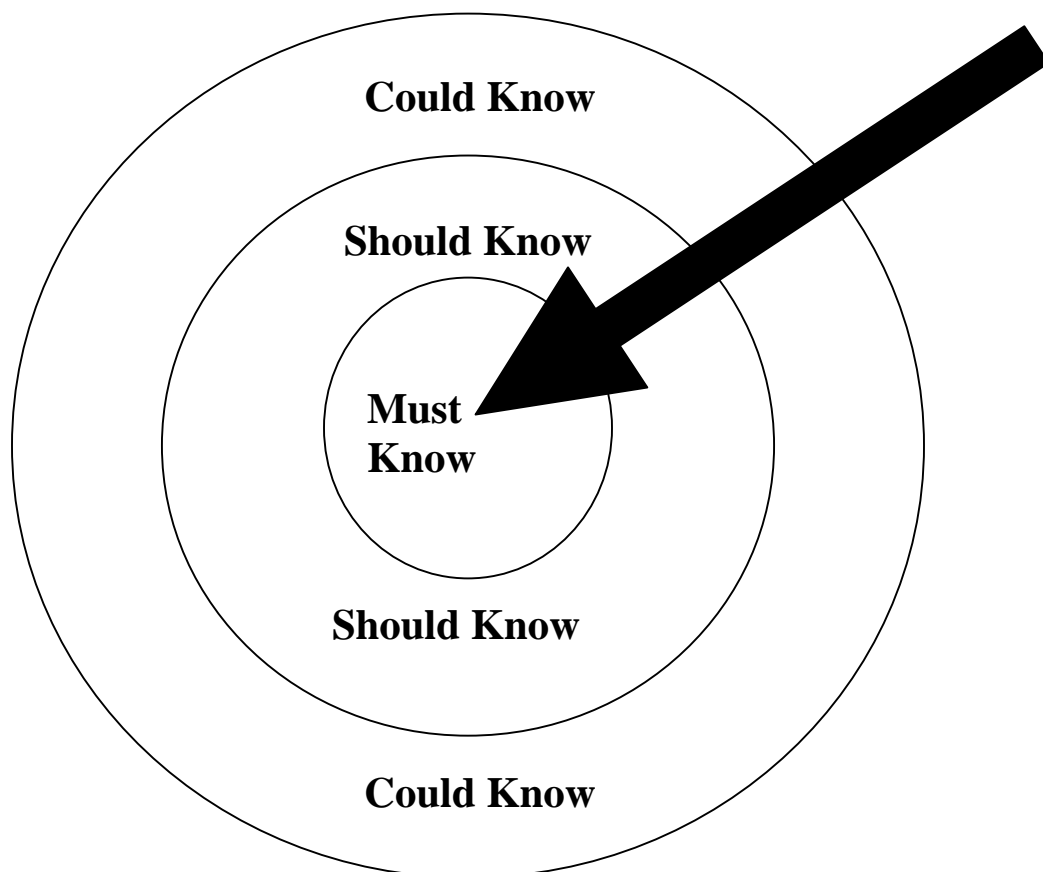
The 20 Minute Rule

Participants' attention span has been found to be very limited. Research reports that listeners' attention during lectures begins to decline after ten minutes.

The *pause* procedure involves pausing for approximately two (2) minutes on three (3) occasions during a 50-minute lecture (i.e. every 12 to 18 minutes). During the pauses, participants work in pairs to discuss and rework their notes without instructor-participant interaction.

Prioritization of Content

A common challenge faced by many facilitators is how to “cover” all the material in the allotted amount of time. The facilitator must keep in mind the student's learning priorities.



Chapter 5: Background Materials

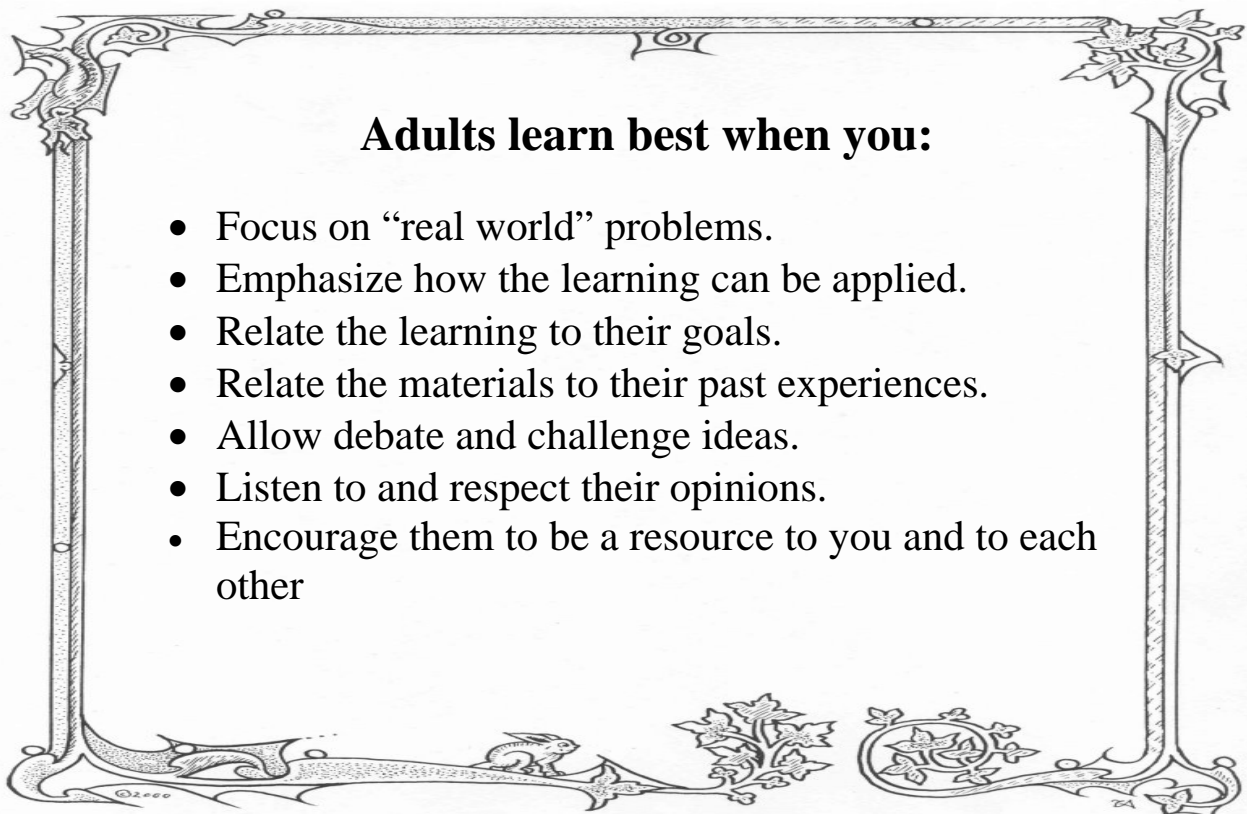
[{click here to return to table of contents}](#)

- ❖ Characteristics of Adult Learners
- ❖ Adult Education Principles
- ❖ The Adult Learner
- ❖ Learning Styles

CHARACTERISTICS OF ADULT LEARNERS

Facilitators must understand the adult learner and prepare to deliver training which takes the adult learning factors into consideration. These factors include:

- Adults are self-directing
- Adults have a variety and abundance of experiences which are resources for learning
- Readiness to learn becomes increasingly oriented to the developmental tasks of one's social roles.
- Orientation toward learning shifts from one of subject centeredness to problem centeredness.



Based on: *Handbook for Trainers*, Florida Dept. of Health

ADULT EDUCATION PRINCIPLES

No definitive list of adult education principles exists in the literature, but there is a great deal of agreement about what constitutes good practices in adult education. These ideas include:

✓ **Involving learners in planning and implementing learning activities**

Involving adults in the planning and implementing of their learning activities is considered to be a hallmark of adult education. Their participation can begin with the needs assessment process where members of the target population help establish the program goals and objectives, and continues throughout the learning activity to the evaluation phase.

✓ **Drawing upon the learner's experiences as a resource**

Another often-cited principle of adult education revolves around the idea of using the experiences of participants as a learning resource.

✓ **Cultivating self-direction in learners**

Self-direction is considered by some to be a characteristic of adulthood but not all adults possess this attribute in equal measure. In addition, if adults have been accustomed to teacher-directed learning environments, they may not display self-directedness in adults.

✓ **Creating a climate that encourages and supports learning**

The teaching environment should be characterized by trust and mutual respect among trainers and learners. It should enhance learner self – esteem. Supporting and encouraging learning does not mean that the environment is free of conflict. It does mean that when conflict occurs, it is handled in a way that challenges learners to acquire new perspectives and supports them in their efforts to do so.

✓ **Fostering a spirit of collaboration in the learning setting**

Collaboration in the training environment is frequently founded on the idea that the roles of the trainers and learners can be interchangeable. Adult learning is a cooperative enterprise that respects and draws upon the knowledge that each person brings to the learning setting.

✓ **Using small groups**

The use of small groups has deep historical roots in adult education, and the practice of adults learning in groups has become embedded in adult education practice. Groups promote teamwork and encourage cooperation and collaboration. Structured appropriately, they emphasize the importance of learning from peers, and allow all participants to be involved in discussion and to assume a variety of roles.

THE ADULT LEARNER

One of the most influential researchers on the needs of the adult learner was Malcolm Knowles, who coined the term “andragogy” for the approach he recommended. Knowles contended that adult learners differ from child learners in several ways:

✓ **Adults must want to learn**

Adults learn most effectively when they have an inner motivation to develop a new skill or gain new knowledge. They resist learning material if it is forced on them, or if the only reason given is that the material will, in some vague way, be “good for them to know”.

✓ **Adults will learn only when they feel the need to learn**

Adults must feel the material they are learning is relevant, and that it will have an immediate effect. They want to see how the objectives of what they are learning relate to authentic situations and real solutions to problems.

✓ **Adults learn by comparing past experiences with new experiences**

Every adult learner has a lifetime collection of previous knowledge and experience. When learning something new, most adults need to see how it fits in with (or is different from) what they already know.

✓ **Adults need immediate feedback concerning their progress**

Adults want to know how they are doing all along the way. They are not content to continue plugging away at material without knowing whether they are on the right track. Feedback here is very beneficial, both in recognition for work well done and guidance when improvement is needed.

✓ **Adults want their learning to be practical**

Adults are willing to learn theories, but only if they can see how those theories apply in real life. Adult interest soars when training is built around a clearly defined challenge or demand, rather than hypothetical problems and solutions.

✓ **Adults try to avoid failure**

Adults are much less open to the trial-and-error approach than children. Many adult learners will resist trying something new if it involves the risk of making an error and feeling foolish as a result. This is especially true if the person has had problems learning in the past, or difficulties with the subject area being covered.

LEARNING STYLES

Adults do not learn the same way. Knowles promoted the idea that by the time people reach adulthood, they have settled into a learning style that has worked well for them in the past. One person may prefer reading, while another does best by trying out a practical exercise. Facilitators need to be conscious of the fact that individuals process, absorb and remember new information in different ways.

Genetics, cultural background and personal experience account for some of these differences. We also know that when materials are presented in a way that complements a learner's preferred style, that individual will learn more readily and have a better chance of retaining what is learned.

Facilitators should consider looking at how people learn from many different perspectives. We can begin to understand adult learning styles by examining some of the ways people take in information. The way a person prefers to receive information determines the best and most effective way to get learning points across. It is also important to keep in mind that people filter information in different ways, and this can affect how they interpret their experiences. You can say to one person, "I'm so pleased to see you," and they will smile warmly and say, "Thank you." You can say the exact same thing, in the exact same way to another person and they might reply, "Did you think I wouldn't show up?" This filter system is attached to the way in which people learn, whether it be auditorally, visually, through a "hands on" approach, or a combination of these.

Auditory Learners

The auditory learner learns by hearing the trainer's key points, and reinforces this learning by offering spoken feedback, either to the trainer or other learners. They tend to recall best what they have heard.

Visual Learners

The visual learner learns through seeing key points written down, offered on an overhead, projector, or some type of visual communication (films, charts, graphs, etc). They tend to recall what they have read or seen. They take particular interest in role-playing, or films of actual work that depicts what they will have to do.

Hands-on Learners

The hands-on learner learns through applying spoken or written theory into actual practice. Since small group discussions often take theoretical learning into a practical state, they respond to such exercises. Like the visual learner, they gain a great deal of insight from viewing role plays or films of actual work experiences and they like to reinforce this learning by experimenting with it first hand. Their best method of learning comes from being trained on the job.

A Mixture of Learning Styles

It is highly effective to mix your learning style and tools between auditory, visual and hands-on experiences in order to capture all of your audience. Be prepared that many in your audience will understand the concept or skill you are teaching when they first hear you explain it. A second group will not “get it” until you add a visual, such as an overhead, a handout, or written information on a flip chart. The third and last group will not really integrate the learning until they get to practice its application, either in the workshop setting or back at the volunteer station.

Based on: *The Corporation for National Service Resource Training Book*

APPENDICES:

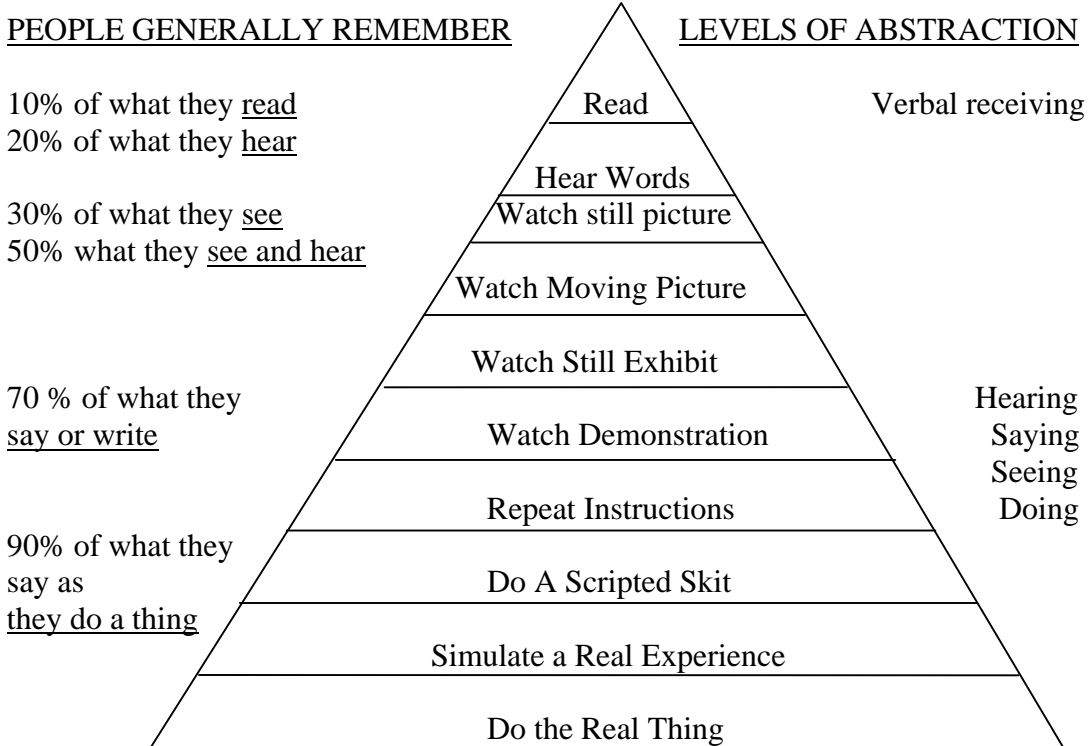
[{click here to return to table of contents}](#)

1. The Learning Cone
2. Evaluation Form #2
3. Audio Visual Checklist
4. Ice Breakers and Workshop Activities
5. Ice Breaker Quick Sample Questions
6. Marketing Methods

Appendix #1

“THE LEARNING CONE”

An important learning principle, supported by extensive research, is that persons learn best when they are actively involved in the learning process. The “Learning Cone” below shows various learning activities grouped by levels of abstraction. The left column indicates their relative effectiveness as training techniques.



Source: Wilman and Meierhenry, *Education Media* (Charles Merrill, 1969) with reference to Edgar Dale’s “Cone of Experience”

Appendix #2

WORKSHOP EVALUATION FORM (Sample #2)

Directions: Please help us to improve this training by giving us your opinion. Check the letter grade which best represents each of the following statements.

A **B** **C** **D** **F** **N/A**
Excellent **Good** **Average** **Fair** **Unsatisfactory**

	A	B	C	D	F	N/A
1. This program enhanced my knowledge						
2. This program enhanced my skills						
3. The content met the stated objectives						
4. The content appeared accurate and current						
5. The handouts were adequate and useful						
6. The entire program was meaningful and appropriate						
7. The time allocated was adequate						

Application:

8. I will be able to put this information to use in my workplace. **Yes** **No**
 If no please explain:

9. Based upon what I learned from this session, immediately upon my return to work, I will implement:

10. To fully implement the training, I will need:

Program Content:

11. What worked especially well about this workshop?

12. What improvements could be made to the workshop?

Appendix #2, Cont'd

Teaching Methodologies:

13. What suggestions do you have to assist the presenter(s) in improving his/her presentation techniques (lecture, group activities, case scenarios, etc)?

Overall Assessment:

14. I would recommend this workshop to my peers. **Yes** **No**

Future Training Needs:

15. What workshop topics would you like to see presented in the future?

Other Comments (use reverse side if necessary)

Appendix #3

DURING THE WORKSHOP

Day of the Workshop Checklist

Use this checklist to guide you through the day of the workshop. Some items may not be applicable to all trainings.

TASK	PERSON RESPONSIBLE	TARGET DATE	STATUS
Make sure all equipment is functioning properly			
Check that flip charts and markers are plentiful			
Make sure back up equipment, spare lamps, fuses, cables are accessible			
Clean lenses			
Check that the transparencies, slides, films, videotapes are legible when projected			
Test visual in focus, no glare			
Have pointer available			
Check for adequate power and cables for computer hookup			
Test microphones/speakers			
Ensure that the exhibit are is safe, wires taped down			
Set the dates/time of exhibit set up and takedown			
Display clothes, backdrops available			
Make push pins, masking tapes, and stapler available			
Have scissors and 3-hole punch available			
Have copy machine available			
Have tape recorder, blank tapes available			
Set up tables to hold visual, extra slide trays			
Display product samples, kits, etc			

Appendix #4

ICE BREAKERS AND WORKSHOP ACTIVITIES

1. “HUMAN CONTINUUM”

Instructions: Post signs at opposite ends of the room, stating “Agree” and “Disagree.” Read topics about beliefs concerning the topic being covered, and ask participants to physically move to the point on the continuum where they agree or disagree with the statement.

Transition: Why did you choose your position?

Message: This is an opportunity to listen to others’ beliefs without debating the issue. There are no right or wrong answers, because we are asking for opinions.

Message: set a tone for the program. Participants are better able to discuss certain issues in a relaxed atmosphere.

2. “FIND ME”

Instructions: Distribute an index card to each participant and instruct them to each anonymously write something great or unique about themselves. Suggestions could include something they have, something they’ve done, something they’ve experienced, or anything else. Collect all the index cards (no names on them), and redistribute them so everyone has someone else’s unique fact. Everyone must then find the person whose card they have. When everyone has found their person, they must then introduce the person.

Transition: Who would like to begin introducing their person and their uniqueness?

Message: Every person is unique. Every person has something to contribute and share.

3. “PEOPLE HUNTS”

Instructions: Distribute a hunt to every participant. The task is to find someone in the room to answer “yes” to each item. When someone answers, “yes” to an item, have him or her initial the blank. Try to fill in all the blanks. ***No one may sign more than one of your statements.***

Transition: Who was able to fill the entire sheet?

Message: We always have more to learn about other people on topics we may not usually find comfortable talking about. Also, in order to know the answer to these questions, we must ask others.

SAMPLE OF A “PEOPLE HUNT” (See page 31) *Teaching Safe Sex, Peggy Brick and Colleagues*

Worksheet: A SAFE SEX MIXER and PEOPLE HUNT

Below are statements concerning sex. Move quickly around the room until you find someone who agrees with a statement and ask that person to sign their name on the line next to the statement. *No one may sign more than one of your statements.* The winner is the person who gets all statements signed first, or who has the most signatures at the end of the allotted time.

FIND SOMEONE WHO:

1. Thinks schools need to do more to educate students about sex _____
2. Knows someone who has changed their sexual behavior because of a sexually transmitted infection epidemic _____
3. Can name 3 terrific alternatives to sex _____
4. Believes ALL parts of the body are sexy _____
5. Knows someone who has NOT changed their sexual behavior because of a sexually transmitted infection epidemic _____
6. Can name 3 ways that condoms improve sex _____
7. Has encouraged someone to be more careful about sex _____
8. Would insist a partner have an HIV antibody test before considering intercourse _____
9. Has a book about safer sex _____
10. Thinks the dangers of HIV/AIDS and other sexually transmitted infections have been exaggerated by the media _____
11. Has no trouble saying "No" when they want to say "No" _____
12. Would be embarrassed to buy a condom _____
13. Would not be embarrassed to buy a condom _____
14. Believes that people who get a sexually transmitted infection really deserve it _____
15. Believes that "NO" means "NO" _____
16. Believes that it is useless to try to get people to practice safer sex _____
17. Thinks it is great for a woman to buy and carry condoms _____
18. Can describe the steps to effective condom use _____

ICEBREAKERS AND WORKSHOP ACTIVITIES (Cont'd)

4. "GRAB AN M&M"

Instructions: Pass a bag of M&Ms around and ask everyone to take some. For each M&M, participants must tell the group something about themselves before they eat it.

Transition: Tell an interesting fact. It can be silly. For example, what you had for breakfast.

Message: Everyone has something unique to contribute, and everyone is special.

5. "DON'T PASS IT ALONG"

Instructions: Distribute an index card to each participant. Explain that after each discussion, they should sign their partner's card. Ask them to get a partner and discuss: "Differences in why men and women have sexual intercourse." After one minute, ask them to sign each other's cards and return to their seats. Now ask the person who has an "H" on the back of his or her card to stand; this person "has HIV". Next, everyone with the infected person's name on their card must stand; they too may be infected. Now everyone who has these people's names on their cards must stand. Continue until everyone is standing. However, people who have a "C" on the back of their card may sit, because if they had intercourse, they used a condom! Also, those people who have an "O" on the back of their card may sit. They are in a relationship and do not have intercourse, but outercourse (intimate sexual relationship without oral, anal, vaginal penetration, or exchange of bodily fluids)! Finally, people with an "A" may sit. They are abstinent, presently having no sexual relationship, and are enjoying it. The people left standing are infected with HIV virus.

Note: Mark 1 index card H, 20 % C, 25% O, and 25% A.

Transition: Did you ever think that, when you sleep with someone, you sleep with all of their previous partners?

Message: There is a rapid progression possible in the spread of the HIV virus and other STDs.

6. "THE BIG IF: THE MORE YOU KNOW, THE SAFER YOU ARE...IF"

Instructions: Write on the board "THE MORE YOU KNOW, THE SAFER YOU ARE...IF." Ask the participants if they think this statement is true when it comes AIDS and other STDs. Generate discussions about the differences between knowing something and acting on that knowledge. Common examples may be how people act regarding smoking, diet, seat belts, and exercise.

ICEBREAKERS AND WORKSHOP ACTIVITIES (Cont'd)

Note that during this session, participants will learn a lot of important information about personal safety, but the information will only be useful IF (the BIG IF) people use the information in their own lives.

Make a long continuum, of the wall or on the floor, using RISK cards:

HIGH RISK > **LOW RISK** > **NO RISK**

- Swimming in a public pool
- Eating in a restaurant where the chef is HIV positive
- Anal intercourse with a condom
- Anal intercourse without a condom
- Vaginal intercourse with a condom
- Vaginal intercourse without a condom
- Analingus without a latex barrier
- Analingus with a latex barrier
- Oral sex on a male with a condom
- Oral sex on a male without a condom
- Oral sex on a female using a latex barrier
- Oral sex on a female without using a latex barrier
- Oral sex on a female without using a latex barrier during menstrual period
- Fantasy
- Mutual masturbation
- Sensuous feeding
- Dry Kissing
- Massage
- Solo masturbation
- Contact sports (wrestling)
- French/deep kissing

Divide the participants into 5 or 6 small groups, and give each group a number of “Sexual Behavior” cards. Group members must reach a consensus about where on the continuum the behavior belongs in terms of the risk of HIV transmission involved with that behavior. Then the behavior cards are to be placed on the continuum.

After all the cards are posted, ask the group to examine the location of cards on the continuum, and recommend changes they think should be made. Continue discussion until everyone feels satisfied with the location of all the cards, or until the group has had an opportunity to express and understand each member’s differences.

Adapted from: *Teaching Safer Sex*, Peggy Brick and Colleagues

ICEBREAKERS AND WORKSHOP ACTIVITIES (Cont'd)

7. "THE CONDOM LINE"

Instructions: Split the participants into groups of 15. There are 15 steps included in the before, during, and after use of condoms. Have participants take one step per person. Instruct participants to arrange themselves in sequential order without speaking. When the order is completed, ask the group watching if they agree with the order.

Transition: Could any of these steps be rearranged?

Message: The process of using a condom can be fun.

Note: 15 Steps in Using a Condom

Decide to have sexual intercourse
Talk about safer sex
Buy/get condoms
Check the expiration date
Arousal
Erection
Open package carefully
Inspect condom
Place a drop of lube on the inside of the condom
Hold condom at tip leaving space at end
Place condom on tip of penis
Roll down to base of the penis
Smooth out air bubbles
Vaginal, oral or anal intercourse
Ejaculation

Peer Health Education Manual, Millersville University, 1985
Adapted from: *Teaching Safer Sex*, Peggy Brick and Colleagues

Appendix #5

ICE BREAKER QUICK SAMPLE QUESTIONS

- ♥ What is special about you?
- ♥ Which is your favorite season of the year? Why?
- ♥ What is the best advice you ever received?
- ♥ If you had two wishes, what would they be?
- ♥ If you could give any gift in the world, what would you give to the person you are introducing yourself to?
- ♥ What is your favorite inspirational song?
- ♥ What is your favorite room in your house? Why?
- ♥ What is your nickname/pet name? Who gave you that name?
- ♥ What two things are most important in your life?
- ♥ What color do you think of when you think of happiness?
- ♥ What one quality do you look for most in friends?
- ♥ Whom do you admire the most? In what way(s) does this person inspire you?
- ♥ What does the world most need?
- ♥ What do you like most about yourself?
- ♥ What is the most sentimental possession you have?
- ♥ If you had to move, and could only take three things with you, what would they be?
- ♥ What do you like best about your life?
- ♥ If you were to add a spice to life, what would it be and why?
- ♥ What is your most spiritual body part? Describe it.

Whole Person Press, 1995

Appendix #6

MARKETING METHODS

Selling the Services and the Programs of Your Agency or Health Department

MARKETING 101: Marketing Principles

- Who are your customers?
- What programs and services do they want and need?
- Have a clear, consistent message, and repeat it often
- Everyone on your staff is a Marketer
- Check out your competition
- Find a need and fill it
- KISS – Keep It Simple, Stupid

1. WHO ARE YOUR CUSTOMERS?

- Are they young or old, rich or poor? What are their ages? Where do they live?
- What programs and services do they want or need? Is your marketing targeted toward the proper demographic?

2. WHAT SERVICES DO YOUR CUSTOMERS WANT?

- Frequently, health providers develop new programs and services without first asking their customers what they want or need. Those programs and services become provider-driven rather than customer-driven. This method is often not a very successful way to program.
- To know what your customers want, you need to ask them. It's as simple as that. You can ask them by means of program surveys, end-of-program evaluations, focus groups, or one-on-one conversations. You can use the information gained to design new programs and services that meet those needs.

FOCUS GROUPS: How can you conduct a focus group without staying after normal hours and having to pay overtime?

- Focus groups can be held during lunch hours, with your agency buying the food.
 - Perhaps a staff member who is salaried can conduct the focus group after your regular hours, and adjust his/her schedule to come in late and stay later on the day of the focus group.
- Keep in mind that to be successful, activities like focus groups must be scheduled for the convenience of the participants.

3. HAVE A CLEAR AND CONSISTENT MESSAGE: REFINE THE MESSAGE AND REPEAT IT.

Your agency becomes known to the community in many ways. Here are several examples:

- Use of a logo: the logo can be a name or a symbol, with a distinctive type of style, ink color, etc. If you consistently repeat the logo on all of your printed materials, newspaper advertisements, etc., people will come to recognize the agency's material without having to read the agency's name. For example, when you see the Golden Arches, you know it is McDonald's even if you don't see their name.
- A Consistent Message: your message might be something like "We provide professional care in a caring environment." It should be a truthful message that reinforces the mission statement of your agency.
- Linkage with A Community Event: your agency can co-sponsor or participate in some annual community event, which is complementary to your mission and goals. Such an event might be a Health Fair or a Conference on Preventing Teen Pregnancy.

4. EVERYONE ON YOUR STAFF IS A MARKETER

Everyone on your staff helps create the environment of your agency, and the perception that it creates in your community. Is it warm and friendly? Are staff members courteous and helpful to your clients, and visitors? Are the offices and rest rooms clean? Does the office area need a fresh coat of paint? Is your signage readable and accurate?

All these things and more, go toward making your agency the kind of place people want to go for their health care; a place where they will get professional service in a way that is respectful to their dignity.

From your CEO to the janitorial staff, the message should be "we are all in this together." It is up to those in administration to model correct behavior and to require it for everyone on the staff.

5. CHECK OUT YOUR COMPETITION

Who else in your community provides the same health services as your agency? Are you better at it than they are? If not, you had better find out why and do something about it.

You need to always work at being the best at what you do, and you can start by finding out what other agencies are doing. You should be prepared to add new programs and delete old ones as your client's needs change over time.

"Staying ahead of the curve" and anticipating changes and new trends will keep you current and competitive. For example, if you have a local university that offers a program on family planning, ask yourself if there is anything about your agency's program that would be more attractive to the students. If you ask them, they will probably tell you that confidentiality is a major concern, and perhaps they don't quite trust the university with

information about their reproductive history. BINGO! Your program does offer confidentiality, and you will have an advantage over the university in marketing it to the student population.

6. FIND A NEED AND FILL IT.

In your community, are there unmet family planning needs in the area that your agency could fill? If those needs are consistent with your mission, and you have the staff and resources to design and conduct a program to meet those needs, then you have an opportunity to be the first in your community. Many of these needs can be discovered through a “community needs survey”, and you can decide whether the program should be ongoing, or a one-time event.

Example: A new contraceptive drug comes on the market and is being advertised on commercial TV. The drug appears to be effective, but there are rumors of serious side effects in some people in the community who have taken the drug. This is an opportunity for your agency to offer a program in which a local physician and a pharmacist would discuss the pros and cons of this new drug, including possible side effects, followed by a question-and-answer session, and refreshments. This would be a relatively easy program to arrange, a great public service, and a way for your agency to demonstrate its community involvement.

7. KISS (KEEP IT SIMPLE, SILLY!)]

Don't complicate the message you are sending to your community. Keep it short and simple, as much as possible. Remember, “Where's the Beef?”

IDEAS FOR COMMUNITY OUTREACH

When your agency is involved in the life of your community through its program activities, it not only makes a positive contribution to the community, but also helps the agency have a high profile and a public awareness, which is good for business. Included in the many ways to be involved in community life are the following:

You agency could sponsor or be a participant in....

Health Fairs

Community Walking or Running Events

Providing speakers on health topics to community groups

Sending a health professional to speak to a high school or college health class

Recruiting high school or college students to do a practicum with your agency

Training students to be Peer Health Educators, doing programs for their fellow students

Writing a column on Health topics for your local newspaper; possibly a question-and-answer format called “Ask the Health Department”

Get together with your staff to generate a list of ideas that are appropriate for your community. Don't be afraid to try them until you find something that really works.

CLOSING THOUGHTS

There are rules about competition between non-profit agencies and commercial firms. Non-profits do not pay taxes and therefore can charge lower fees than commercial firms, and this is considered an unfair business practice.

If you are involved in writing a grant proposal, remember to request funding for the design and production of marketing materials.

Consider using your Board of Directors and volunteers to help market your programs. They can help by being the “Voice” on public service announcements on a local radio station, by speaking to community groups, etc.

College and high school students are often in need of community service projects, and if you can match up some students with one of your programs, they can be of great help with your community outreach efforts.

Acknowledgement

Thank you to the
Florida Department of Health
For so generously agreeing to share
Materials from their excellent
Hand Book for Trainers (1999)
For use in this manual

[{click here to return to table of contents}](#)

References and Resources [{click here to return to table of contents }](#)

Bonwell, C & Eison, J. (1991). *Active Learning: Creating Excitement In the Classroom*. ASHE-ERIC Higher Education Report No. 1. Washington DC: The George Washington University, School of Education and Human Development.

Eision, J., Janzow, F. 7 Bonwell, C. (1990). "Active Learning in Faculty Development Workshops: Or Practice What We Teach." *Journal of Staff Program and Development*, 8 (2)

Kagan, S. (1994). *Cooperative Learning*. San Clemente, CA: Kagan Cooperative Learning.

Knowles, M. (1995). *Design for Adult Learning*. Alexandria, VA: ASTD

Kroehnert, G. (1995). *Basic Training for Trainers* (2nd Ed.) New York: McGraw-Hill.

Maddux, R. (1992). *Team Building: An Exercise in Leadership*. Menlo Park, CA: Crips Publications

O'Neill, M (Aug 1996). *Dos and Don'ts for the New Trainer*. Alexandria, VA: American Society for Training and Development.

Phillips, J. (1997). *Handbook of Training Evaluation*. Houston, TX: Gulf Publishing

Powers, B. (1992). *Instructor Excellence*. San Francisco: Jossey-Bass.

Professional Meeting Management. Polivka, E (Ed) (1996). Birmingham, AL: Professional Convention Management Association.

Siberman, M. (1995). *101 Ways to Make Training Active*, San Francisco: Jossey-Bass, Pfeiffer

Handbook For Training, (1999) Florida Department of Health

Peer Health Education Manual, (1994) Millersville University

Peggy Brick and Colleagues, (1998) *Teaching Safer Sex*