

Training Manual prepared by
Rebecca J. Williams, University of Florida

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FEED THE FUTURE
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Participatory Training for Adult Learners Activities and Examples

Prepared by Rebecca J. Williams

University of Florida

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About this Manual

Table of Contents

About this Manual	5
Training Theory for Adult Learners.....	6
Needs Assessment and Knowing Your Audience.....	9
Writing SMART Learning Objectives for a Training Need	10
Action Verbs (Bloom’s Taxonomy)	12
Session Plan and Agenda Tips.....	13
Common Participatory Training Activities Paired with Objectives.....	15
Facilitation Tips.....	19
Templates	21
Learning Objectives Worksheet.....	21
Agenda/Session Plan Template	25
Agenda/Session Plan Example: 2-hour basic Gender Training Workshop	26
Activity Plan Template.....	27
Icebreakers	28
Energizers	30
Activities	32
Body Mapping	32
Body Mapping Example: Pain, Pleasure, Shame, Power	34
Brainstorming.....	35
Brainstorming Example: Sex vs. Gender.....	36
Buzz Group	37
Buzz Group Example: Key Gender Concepts	38
Key Gender Concepts Handout: Blank	39
Key Gender Concepts Handout: Completed	40
Calendar.....	41
Calendar Example: My Gendered Day.....	43
Case Studies.....	45
Case Study Example: Gender Impacts of Climate Change Technologies	47
Gender Impacts of Climate Change Technologies: Keur Moussa.....	48
Codes	50

About this Manual

Codes Example: Domestic Violence “Fishbowl”	51
Domestic Violence “Fishbowl”: Script	53
Domestic Violence “Fishbowl”: Understanding Responses to Domestic Violence	55
Collective Drawing	57
Collective Drawing Example: Drama by the River	58
Drama by the River Handout: Ranking Sheet	61
Community Mapping	62
Community Mapping Example: Empowered or Disempowered Spaces and Places	63
Debates	64
Debate Example: “My organization is a male/female organization”	66
Demonstration	67
Demonstration Example: Birds and Cows	68
Group Discussion	72
Puzzles/Ordering	76
Ordering Example: Steps to Purifying Water	77
Steps to Purifying Water: SODIS	78
Steps to Purification: Boiling	80
Steps to Purification: Chlorine	82
Role Play/Socio Drama	84
Role Play/Socio Drama Example: Entrenched Beliefs	85
Statement Ranking	86
Statement Ranking Example: Gender Experiences Ruler	88
Storytelling	90
Storytelling Example: Impact of Gender-Based Violence	92
Evaluation of Participants	94
References	95

About this Manual

About this Manual

This manual was created as part of the Gender and Development Working Group's grant for training workshops related to participatory training of adult learners. The manual was created to complement the workshops. Each of the activities in this manual is presented as a "generic" activity with the anticipation that it can be modified to fit the subject matter, content, and needs of the trainer. An example of each activity is given within a gender and development training context.

This manual is not exhaustive of all possible training activities but rather is intended to be a work-in-progress.

Training Theory for Adult Learners

There are multiple theoretical perspectives from which to conduct training for adult learners. This guide will focus on two key theories, Kolb's cycle of Experiential Learning, and Vella's Twelve Principles for Effective Adult Learning, the latter which is based in Paolo Freire's methods. When planning training it is important to consider these two theories in order to maximize the potential of adult learners. Each is briefly described below.

Kolb's Experiential Learning Cycle

Kolb's Cycle of learning focus on four key ideas detailed below. When planning training, it is helpful to consider that these four key stages can be facilitated by structuring training to consider how adults learn.

1. **Concrete Experience:** The first stage of the learning cycle is to experience an activity. This refers to the many participatory activities listed in this guide as well as lecture, field work, or even sharing past experiences.
2. **Reflective Observation:** The second stage of the learning cycle is to reflect critically on the concrete experience.
3. **Abstract Conceptualization:**
4. **Active Experimentation:** The fourth stage of the learning cycle is to transfer learning to a different context. This may include planning for a future experience, modifying for a new situation, applying information in a different way,

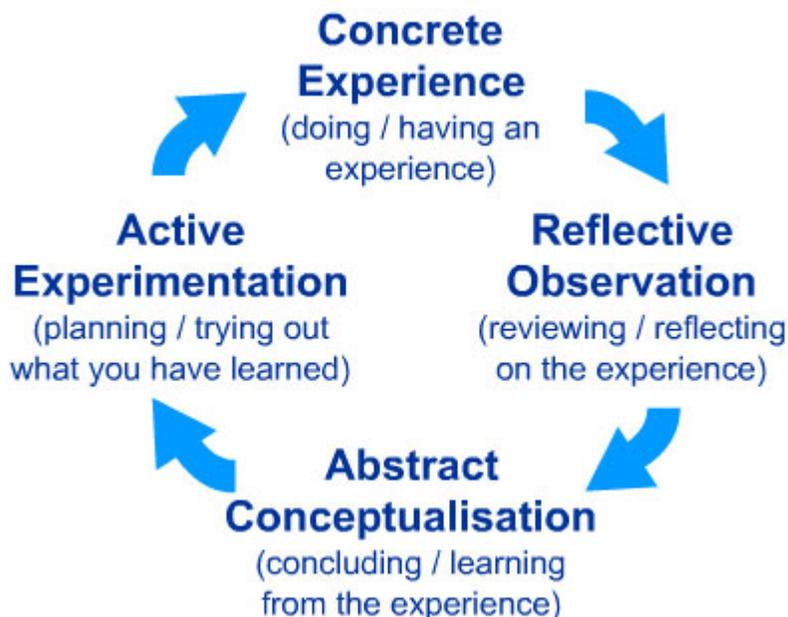


Image from: <http://www.simplypsychology.org/learning-kolb.html>

Adult Learning Theory

Twelve Principles for Effective Adult Learning, Jane Vella

(The following is adapted from

<http://www.massassets.org/masssaves/documents/12PrinciplesAdultLearning.pdf>)

- 1. Needs Assessment:** The First Step in Dialogue. Discover what the group really needs to learn, what they already know, what aspects of the training really fit their situations. Listening to learners' wants and needs helps to shape a program that has immediate usefulness to adults. Who decides?
- 2. Safety:** Creating a Safe Environment for Learning. Create an inviting setting for learners. Begin with simple, clear, and easy tasks before advancing to more complex or difficult ones. The environment should be nonjudgmental. Every offering should be affirmed.
- 3. Sound Relationships:** The Power of Friendship and Respect. Foster an open communication process involving respect, safety, listening. Balance between advocacy and inquiry. Relationships must transcend personal likes and dislikes.
- 4. Sequence and Reinforcement:** Knowing Where and How to Begin. Program knowledge, skills, and attitudes in an order that goes from simple to complex and from group-supported to solo efforts. Reinforcement means the repetition of facts, skills, and attitudes in diverse, engaging, and interesting ways.
- 5. Praxis:** Action with Reflection. Doing with built-in reflection, an ongoing beautiful dance of inductive and deductive forms of learning. Doing-reflecting-deciding-changing-new doing.
- 6. Learners as Subjects of Their Own Learning:** Recognizing learners are decision makers. The dialogue of learning is between subjects, not objects. Learners are not designed to be used by others. They suggest and make decisions about what occurs in the learning event. Do not steal the learning opportunity from the learner.
- 7. Learning with Ideas, Feelings, and Actions:** Mind-Emotions-Muscles. Equality? Conceptualize it, get a chance to feel it, and do something with it. Make every learning task an element of ideas-feelings-skills.
- 8. Immediacy:** Teaching what is Really Useful. Experience the immediate usefulness of new learning, what makes a difference now. Combine with sequence and reinforcement.
- 9. Assuming New Roles for Dialogue:** The Death of the "Professor". "Only the student can name the moment of the death of the professor" (Paulo Freire). No disagreement? No questioning? No challenge? No dialogue? Whatever impedes dialogue must be courageously addressed and eradicated. Whatever enables dialogue must be fearlessly nurtured and used.
- 10. Teamwork:** How People Learn Together. Teams provide a quality of safety that is effective and helpful. Teams are the real world (feelings are not simulated!) but also are limit situations. Teams invite the welcome energy of constructive competition. Consider results-process relationships.

Adult Learning Theory

11. Engagement: Learning as an Active Process. Invite learners to put themselves into the learning task ... into the delight of learning! Without engagement there is no learning.

12. Accountability: Success Is in the Eyes of the Learner. How do learners know they know? What was proposed to be taught must be taught; what was meant to be learned must be learned; the skills intended to be gained must be manifest in all the learners; the attitudes taught must be manifest; the knowledge conveyed must be visible in learners' language and reasoning.

Resources:

- Michigan State University. (2015). Design for Adult Learning, Teaching and Learning Theory, Feedback. Available at: http://learndat.tech.msu.edu/teach/teaching_styles
- FAO. (2015). Training of trainers on participatory local development. Available at: <http://www.fao.org/docrep/007/ae536e/ae536e04.htm>
- TEAL (2011). TEAL Center Fact Sheet No. 11: Adult Learning Theories. Available at: [https://teal.ed.gov/sites/default/files/Fact-Sheets/11_%20TEAL Adult Learning Theory.pdf](https://teal.ed.gov/sites/default/files/Fact-Sheets/11_%20TEAL%20Adult%20Learning%20Theory.pdf)
- Vella, J. (2002). Chapter 1: Twelve Principles for Effective Adult Learning. Available at: http://www.globallearningpartners.com/downloads/resources/LTL_Sample_Chapter.pdf

Needs Assessment and Audience

Needs Assessment and Knowing Your Audience

A needs assessment is a key component of any training. Ideally, a needs assessment will be an in-depth process similar to a stakeholder analysis which may include surveys, interviews, focus groups, and direct observation with key people and groups. Knowledge of the target audience is very important to the success of training as the needs of the target audience will be center in addressing the training issue. Below are some key questions to consider when there is little time to do a full needs assessment. There are also some suggested resources below for more in-depth needs assessment procedures.

Some Key Questions to Consider:

1. What are the primary issues that are presenting?
2. What are the issues that can be addressed through training?
3. Who would be the most appropriate target audience for training?
4. What is known about the target audience? Some key information may include:
 - a. Demographics
 - b. Location
 - c. Background
 - d. Experience (knowledge, skills, attitudes prior to training)
 - e. Literacy level
 - f. Availability and desire to participate in training
5. What are the assumptions you are making about the target audience?
6. What does the audience already know? What do they need to know?
7. What constraints will you need to address in designing a training program for this audience (example: social constraints, education level, logistics)?

Resources:

Extensive Needs Assessments:

- FAO. (2012). Learning Module 3: FAO Good learning practices for effective capacity development. Available at: http://www.fao.org/docs/eims/upload/301361/LM3_Final_en_webready_and_for_CD_9_5_12.pdf
- McCawley, P.F. (2009). Methods for Conducting an Educational Needs Assessment. University of Idaho Extension. Available at: <http://www.cals.uidaho.edu/edcomm/pdf/BUL/BUL0870.pdf>
- USAID. (2014). A rapid needs assessment guide: For education in countries affected by crisis and conflict. Washington D.C.: USAID. Available at: <http://www.usaid.gov/sites/default/files/documents/2155/USAID%20RNAG%20FINAL.pdf>

SMART Objectives

Writing SMART Learning Objectives for a Training Need

Once a needs assessment (page 9) has been conducted and as much as possible about the target audience is known, that information can be utilized to write assessable learning objectives to meet the training need. An assessable learning objective, often termed a “SMART” learning objective, is one that is:

S – Specific: says exactly what the learner will be able to do.

M – Measurable: can be observed by the end of the training session(s).

A – Attainable: for the participants within scheduled time and specified conditions.

R – Relevant: to the needs of the participants.

T – Time-bound: achievable by the end of the training session(s).

A learning objective should state exactly what the learner will be able to do at the end of training and should be an observable action. A well written learning objective will include:

- A time frame for completing the objective
- A focus on the participant
- An observable action (for a list see page 12)
- The object of the training (topic, skill, attitude)
- May include any specific conditions or criteria under which the objective must be completed.

Example:

At the end of this workshop, the community water users will be able to articulate three methods for purifying water at the household level, accurately.

At the end of this workshop | the community water users will be able to | articulate | three methods
(time frame) (focus on participants) (action)

for purifying water at the household level | accurately.
(topic) (criteria)

Steps to Writing a SMART Learning Objective

There are no exact guidelines for how many learning objectives a training should have. For example, a 2-hour training may only have one objective, but it may also have 3-4 objectives in which a single activity may address multiple objectives. The most important (and helpful) aspect of learning objectives is making explicit what the participants must be able to do at the end of training for both the participants and for the facilitator to align the objectives with appropriate activities. The following steps are helpful in writing SMART learning objectives. A worksheet is available on page 21.

1. Conduct a needs assessment and learn as much as possible about the target audience (see page 9).

SMART Objectives

2. Brainstorm all of the knowledge (topics and information), skills, and/or attitudes that the participants must know in order to address the identified training issue.
3. Categorize the brainstorm into “must know” “nice to know” and “does not need to know now.” This will allow for prioritization and streamlining of information to address in the training. The timeframe for training may be important in this process.
For example, what can realistically be covered in a two hour training versus an eight hour training?
4. Organize the “must know” and if feasible the “nice to know” items into a logical order. This is often based on the order in which the knowledge, skills, and/or attitudes must be learned.
5. Make the items participant centered.
For example, rather than stating “the facilitator will teach about household water purification,” focus on the participant by rewording to “the participant will _____ household water purification.”
6. Add a measurable action word (page 12) and rewrite into a logical sentence.
For example, “the participant will articulate methods of household water purification.”
7. If desired, add a condition and criteria to make the learning objective more specific.
For example, “the participant will articulate three methods of water purification, accurately.”
8. Make sure the objective is SMART.
For example, “At the end of this training, the participants will be able to articulate three methods of water purification, accurately.”

Resources:

- Steps to writing a learning objective. Available at: http://usagso-sg.tripod.com/22_learning_objectives.pdf
- Teacher & Educational Development (2005). Effective use of performance objectives for leaning and assessment.University of New Mexico School of Medicine. Available at: <http://ccoe.rbhs.rutgers.edu/forms/EffectiveUseofLearningObjectives.pdf>
- University of North Carolina Wilmington. (2014). Writing SMART learning objectives. Available at: <http://uncw.edu/career/documents/WritingSMARTLearningObjectives.pdf>

SMART Objectives

Action Verbs (Bloom's Taxonomy)

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's Definition	Remember previously learned information. <i>(Most basic)</i>	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria. <i>(Most complex)</i>
Measurable Action Verbs	<ul style="list-style-type: none"> • Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize • Name • Order • Outline • Recognize • Relate • Recall • Repeat • Reproduce • Select • State 	<ul style="list-style-type: none"> • Classify • Convert • Defend • Describe • Discuss • Distinguish • Estimate • Explain • Express • Extend • Generalize • Give example(s) • Identify • Indicate • Infer • Locate • Paraphrase • Predict • Recognize • Rewrite • Review • Select • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Change • Choose • Compute • Demonstrate • Discover • Dramatize • Employ • Illustrate • Interpret • Manipulate • Modify • Operate • Practice • Predict • Prepare • Produce • Relate • Schedule • Show • Sketch • Solve • Use • Write 	<ul style="list-style-type: none"> • Analyze • Appraise • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Diagram • Differentiate • Discriminate • Distinguish • Examine • Experiment • Identify • Illustrate • Infer • Model • Outline • Point out • Question • Relate • Select • Separate • Subdivide • Test 	<ul style="list-style-type: none"> • Arrange • Assemble • Categorize • Collect • Combine • Comply • Compose • Construct • Create • Design • Develop • Devise • Explain • Formulate • Generate • Plan • Prepare • Rearrange • Reconstruct • Relate • Reorganize • Revise • Rewrite • Set up • Summarize • Synthesize • Write 	<ul style="list-style-type: none"> • Appraise • Argue • Assess • Attach • Choose • Compare • Conclude • Contrast • Defend • Describe • Discriminate • Estimate • Evaluate • Explain • Judge • Justify • Interpret • Relate • Predict • Rate • Select • Summarize • Support • Value

Reproduced from: http://www.tamug.edu/faculty/Blooms_Taxonomy_Action_Verbs.pdf

Session Plan and Agenda Tips

Once you have a clear set of measurable learning objectives, these objectives should be paired with activities that will help the learner achieve the objectives. While there are not hard and fast rules for which types of activities are the best for what types of objectives, there are some tips that may help in pairing objectives with activities. Below are some tips to consider when deciding on activities and creating a session plan. Page 15 is a table of activities paired with typical objective “actions” and some pros and cons of each activity.

Pairing Objectives with Activities

When pairing objectives with activities, the most important factor is keeping attention on the measurable action verb in the learning objective and how that relates to the topic of the training. It is also important to think of the complexity of the learning objective and of the activity being considered. For example, “The participants will be able to articulate three methods of household water purification” suggests that the participants must be able to somehow show the facilitator that they can articulate three methods. This could be done through a simple discussion, or could be done through identifying the methods of water purification demonstrated in a case study, depending on the complexity of the objective in the context of the training. Some considerations include:

- What is the action verb and topic and which activities could be used to help the participants reach the objective?
- How complex is the objective in context? Can it be measured through a very fast and simple activity like a buzz group (page 37) or does it require the participants to delve into the topic and rely on analytical skills such as a case study (page 45)?

Considerations for Session Plans and Agendas

- **Time available:** Which objectives can and must be covered within the time frame available? How much time is needed for events that are not related to the actual learning objectives (ex. icebreakers, introductions, getting seated, breaks, transition time, etcetera)? How much time needs to be devoted to each learning objective or set of objectives? Which activities are the best match to these objectives and how long will they reasonably take? How much time do you need for discussion and processing?
- **Order of events:** What is the order of objectives and how does this influence the order of activities? When is an appropriate time for breaks, energizers, and evaluation? Some activities require a level of trust among participants, such as role-play activities. Consider this when planning for these types of activities which often should be later in training when comfort has been established. Similarly, complex activities such as case studies require that other foundational activities occur first. What do participants need to know or be able to do before they can handle an activity such as a case study?
- **Icebreakers:** Often it is tempting to cut icebreakers out of training when time is short. However, icebreakers are an important opportunity for participants to get to know one another and to establish a sense of trust and comfort among the participants. If time is short, consider ways that an icebreaker and introduction activity can be combined. Also consider how you can turn an icebreaker into an activity that also will address one or more learning objectives.

Session Plan and Agenda

- **Lecture/Talking:** Lecture, while sometimes necessary, is not considered an effective learning tool when over-utilized. A good rule of thumb is to try to keep lecture to 15 minutes or less and break up lecture with activities. If there is a lot of lecture necessary, consider some alternative ways of presenting lecture such as in Buzz Groups (page 37).
- **Energizers:** Energizers are activities that break up the training and are effective in re-energizing the participants. It is a good idea to include an energizer in training as part of the agenda when the training is a longer time. For shorter trainings, such as two hours, an energizer can be utilized when the participants seem weary, bored, or stressed. These activities are usually humorous or fun and the object is to get participants to laugh and/or relax.
- **Evaluative activities:** In the context of this guide, evaluation activities refers to both summative and formative evaluation in regards to student learning. However, it is also important to include an evaluation of the facilitator and activities. Consider how you will determine that the students are moving towards completing the learning objectives and if and how you need to adjust your training plan (formative). Also consider how you will determine that the participants have met the learning objectives (summative). How can you modify one of the participatory activities to be a participatory evaluative activity?

Considerations for Activity Plans

- **Objectives:** What objectives will the activity address?
- **Target audience:** What is the target audience (and potential secondary audiences) that the activity is meant for?

For each activity:

- **Time needed:** How much time will the activity take? Be sure to include time for transition, discussion, and any processing that needs to occur. Remember that most activities take longer than you think they will.
- **Materials & preparation:** What are the materials that you need to have to conduct the activity? What do you need to do to prepare the materials? Will you have access to the materials you need or should you bring them with you as the facilitator?
- **Related lecture:** Are there lecture materials that need to be paired with the activity?
- **Step-by-step process:** What is the step-by-step process for running the activity? What questions should you ask or explanations should you give during the activity? Where should you pause for questions?
- **Discussion/processing questions:** What are the questions that you should ask at the end of the activity? What kind of processing needs to happen to make a complete link from the activity to the objectives?
- **Resources:** What handouts do you need to provide?

Activities Paired with Objectives

Common Participatory Training Activities Paired with Objectives

Type of Activity	Brief Description	Objectives <i>(These are suggestions not rules! Be creative!)</i>	Benefits/ Strengths of the Activity	Considerations/ Constraints of the Activity
Body Mapping (Page 32)	Participants in groups or individually trace their body onto a large sheet of paper (or draw onto a smaller sheet if unavailable) and use the drawing to indicate places on the body, feelings, emotions, and more.	Create, Demonstrate, Dramatize, Evaluate, Identify, Illustrate, Label, Locate, Modify, Show, Sketch, Tell	<ul style="list-style-type: none"> • Visual way to represent issues surrounding the body. • Can result in intimate discussion when in a safe group. • Illustrates external and internal forces around the body. 	<ul style="list-style-type: none"> • Time intensive. • Materials intensive. • Requires a safe and comfortable training environment.
Brainstorming (Page 35)	Participants in small or large groups collectively compile topics/information in one location. May then sort or organize the information.	List, State, Identify, Recall, Name, Compile	<ul style="list-style-type: none"> • Fast • Creative, can generate ideas • Elicits knowledge from different people 	<ul style="list-style-type: none"> • Completely open activity, facilitator may or may not get what they are “looking” for. • May need to draw out participation.
Buzz Groups (Page 37)	Participants form groups of 2-3 to quickly discuss ('buzz') some aspect of the topic. May use a guiding question to help discussion. May report main points back to the larger group.	Discuss, Explain, Argue, Evaluation, Analyze, State, Debate, Tell	<ul style="list-style-type: none"> • Allows participants an opportunity to check understanding with a partner. • Can be more comfortable for shy participants. • Can reduce tension when a participant dominates in large group discussion. 	<ul style="list-style-type: none"> • Relies on pairs to help one another. • If neither person in the pair understands the topic it may not be helpful for the participants.
Calendaring (Page 41)	Participants create daily or seasonal calendars to illustrate important activities. Often done with different sex groups in order to demonstrate differences.	Draw, Label, Create, Locate, Map, Develop, Illustrate, Sketch, Identify, Show	<ul style="list-style-type: none"> • Visual way to represent time-bound information. • Illustrates key differences in time use in groups. 	<ul style="list-style-type: none"> • Time intensive. • Materials intensive. • May get conflicting information from groups (can also be a strength)
Case Studies (Page 45)	A story or example based on real or hypothetical situations but based on actual issues. Participants utilize analytical and evaluative skills to practice what they have learned or think critically about a topic. May provide guiding questions. Case studies are designed to fit a specific concept or topic that the participants will analyze.	Describe, Explain, Discuss, Analyze, Argue, Assess, Judge, Evaluate, Develop, Devise, Design, Examine	<ul style="list-style-type: none"> • Common and effective way to elicit analytical and evaluative thinking from participants, particularly with guiding questions. • Can modify the complexity of cases based on the objectives. • Can be based on real situations or created to demonstrate a particular issue. • Excellent as an evaluation. 	<ul style="list-style-type: none"> • Case studies can be difficult to construct. • Typically depends on literacy. Visual or aurally read case studies can work for low literacy groups but must be short for information retention. • Can be time intensive. • Typically requires analytical thought.

Activities Paired with Objectives

<p>Codes (Page 50)</p>	<p>Codes are similar to role-play activities but are more closed-ended and scripted. A key theme or issue is built into the code. Participants may be given a story or scripted drama in which an issue is embedded and is used as a basis for discussion.</p>	<p>Demonstrate, Discuss, Evaluate, Analyze, Predict, Debate, Interpret, Dramatize</p>	<ul style="list-style-type: none"> • Demonstrative and kinesthetic method of engaging a topic. • Allows participants to creatively interpret their “role” but because is scripted will typically not go “off topic.” • Literacy not required. 	<ul style="list-style-type: none"> • Limitations to creativity because of scripting. • May be uncomfortable for some participants (such as quieter participants). May need to draw out participation.
<p>Collective Drawing (Page 57)</p>	<p>Collective drawing is often used in combination with other activities such as role play or storytelling. Participants draw based on a topic and use the drawing to articulate thoughts and feelings.</p>	<p>Label, Order, List, Create, Locate, Arrange, Demonstrate, Construct, Develop, Illustrate</p>	<ul style="list-style-type: none"> • Creative and visual. • Can elicit personal and powerful responses from participants. • Can allow participants with low literacy a way in which to process and recall information visually. 	<ul style="list-style-type: none"> • Materials intensive. • Not all cultures are receptive to or comfortable with drawing, • Activity must be well structured in order to connect the act of drawing with the objective.
<p>Community Mapping (Page 62)</p>	<p>Participants draw a map of a particular area, usually the community, in order to identify important spaces, places, issues, or other geographically based information.</p>	<p>Label, Create, Locate, Map, Develop, Illustrate, Sketch, Identify</p>	<ul style="list-style-type: none"> • Visual way to represent geographically-bound information. • Relies on personal knowledge of a community (or area). 	<ul style="list-style-type: none"> • Time intensive. • Materials intensive. • Not all cultures conceptualize of geographic spaces as “aerial view” maps.
<p>Debates (Page 64)</p>	<p>Two or more groups (can be done in small groups or even pairs) are given opposing sides of an argument and must defend their side while arguing against the other side.</p>	<p>Debate, Defend, Question, Examine, Support, Argue</p>	<ul style="list-style-type: none"> • Elicits multiple perspectives, viewpoints, and information about a topic. • Requires participants to think of an issue from multiple and varied angles. • Literacy may not be required depending on how participants are asked to prepare for the debate. 	<ul style="list-style-type: none"> • Requires that participants are comfortable with the topic. • May be uncomfortable for some participants (such as quieter participants). • May require more structured rules and facilitation, particularly for intense topics.
<p>Demonstrations (Page 67)</p>	<p>Some participants play a role in demonstrating (such as an experiment or model) while others observe with guiding questions.</p>	<p>Dramatize, Demonstrate, Recognize, Describe, Predict, Interpret</p>	<ul style="list-style-type: none"> • Allows facilitator a way to provide information that may not be appropriately delivered through other methods. • Allows facilitator to demonstrate skills-based topics or complex actions. 	<ul style="list-style-type: none"> • The least “participatory” of the activities listed in this guide. Not all participants may be able to participate directly. • May be materials intensive.
<p>Energizers (Page 30)</p>	<p>Energizers are brief 5-10 minute activities that provide a respite from the training activities in order to re-energize participants. They are typically physical in nature and may or may not be related to the topic.</p>	<p><i>Purpose: To re-energize participants and provide a brief rest or break during training.</i></p>	<ul style="list-style-type: none"> • Fast. • Provides a break for participants to re-energize. 	<ul style="list-style-type: none"> • Can be interruptive if not utilized at the appropriate time.

Activities Paired with Objectives

<p>Group Discussion (Page 72)</p>	<p>Discussion can be done in large group, small group, or pairs in order to process an issue, decide on a course of action, and more.</p>	<p>Discuss, Describe, State, Relate, Explain, Identify</p>	<ul style="list-style-type: none"> • Can range in complexity from simple knowledge-checks to in-depth analytical discussion. • Elicits personal feelings, experiences, and perspectives. • Allows for aural processing of information. • No literacy required. 	<ul style="list-style-type: none"> • Can be dominated by a few participants. • Can be very “open” with participants sometimes straying from the topic or not focusing on what the facilitator expected.
<p>Icebreakers (Page 28)</p>	<p>Ice breakers serve as an introduction of participants and to form a sense of trust and community among participants. They are usually fun and energizing and require participants to get to know one another,</p>	<p><i>Purpose: To introduce participants and form a sense of community and trust</i></p>	<ul style="list-style-type: none"> • Allows participants an opportunity to “get to know” one another. • Provides a space to begin forming relationships and trust with other participants. 	<ul style="list-style-type: none"> • Typically is non-instructive time. • Can be uncomfortable for some participants.
<p>Puzzles & Ordering (Page 76)</p>	<p>Puzzle and ordering activities break information into pieces and asks the participants to reassemble or order the information correctly.</p>	<p>Order, List, State, Identify, Select, Name, Label, Classify</p>	<ul style="list-style-type: none"> • Visual and kinesthetic activity for topics that occur in a specific order. • Provides quick feedback to the instructor on participant comprehension. 	<ul style="list-style-type: none"> • Materials intensive. • May require visual representations of “steps” (or other ordering method) for low literacy participants.
<p>Role Play/Socio Drama (Page 84)</p>	<p>Role plays and socio dramas assign roles to participants and a situation to act out. The aim of a role play is to make attitudes, situations and experiences come to life through experiencing and feeling. They can also be used to practice skills. They can be based on real-life cases, or designed to bring out certain roles and attitudes. Role Play is a fairly 'open' technique, allowing the situation to develop once people have their character roles and the basic setting established.</p>	<p>Show, Demonstrate, Tell, Describe, Create, Appraise, Criticize</p>	<ul style="list-style-type: none"> • Demonstrative and kinesthetic method of engaging a topic. • Allows participants to creatively interpret a topic in the manner that they desire. • Can elicit personal experiences, feelings, and ideas. • Literacy not required. 	<ul style="list-style-type: none"> • Completely open activity, facilitator may or may not get what they are “looking” for. • May be uncomfortable for some participants (such as quieter participants). May need to draw out participation.

Activities Paired with Objectives

<p>Statement Ranking (Page 86)</p>	<p>Statement ranking activities allow participants to demonstrate their view on an issue by ranking themselves along a continuum.</p>	<p>Order, Assess, Evaluate, Estimate, Judge, Rate, Demonstrate, Indicate</p>	<ul style="list-style-type: none"> • Fast. • Allows participants to visually demonstrate their thoughts on an idea or topic. • Can elicit personal experiences, feelings, and ideas. • Shows the range of opinions and thoughts within a given group. • Literacy not required. 	<ul style="list-style-type: none"> • Some participants may feel uncomfortable demonstrating their personal beliefs, may not be truthful in their response. This can be mediate by the method of conducting the activity.
<p>Storytelling (Page 90)</p>	<p>Participants create a written, verbal, or illustrated story that illustrates the topic. This may also result in a role play or code activity.</p>	<p>Dramatize, Show, Explain, Rewrite, Paraphrase, Share, Demonstrate</p>	<ul style="list-style-type: none"> • Allows participants to aurally demonstrate their thoughts on an idea or topic through a story or narrative. Alternatively, allows the facilitator to introduce a topic through story. • Can elicit personal experiences, feelings, and ideas. • Easy to combine with other activities such as role play, codes, community drawing, and others. • Can work well in cultures with oral traditions. 	<ul style="list-style-type: none"> • Requires creativity, may be difficult for cultures that do not have an oral or storytelling tradition. • May be uncomfortable for some participants (such as quieter participants). May need to draw out participation. • Time intensive

Facilitation Tips

There are many nuances to facilitating training for adult learners. Addressing this topic in depth is beyond the scope of this guide. However, below are some proactive and reactive facilitation tips for dealing with common training issues such as participants who are reticent to actually participate, disruptive participants, and participants who (whether inadvertently or not) dominate discussion. This list is not exhaustive.

Proactive:

- **Room layout:** The layout of a room can have an impact on participant's behavior. A room with no tables and with chairs set up in a circle encourages discussion and discourages participants from hiding from participation as well as making it less hospitable to misbehavior due to the open feel. This, however, may also depend on cultural context where in some areas the uncomfortability of an open circle layout may discourage rather than encourage participation. Similarly, desks and chairs are helpful in writing and working on group assignments, however it may also feel overly structured and stifling and can allow participants to hide behind their desk. A third option may include desks and chairs grouped around the room so that there is still an open space in the center. If there is space available this can be a good compromise. However, the activities planned will influence the room set up (such as the space needed for physical activities).
- **Group assignments:** There are many ways to consider breaking up participants into groups from pre-assigning groups, randomly assigning during the training, allowing participants to choose groups, and more. There are pros and cons to all of these methods. When deciding on how to break up groups it may be important to consider the power dynamics of the group (who can work with whom), the experience level of the participants, the relationships of the people in the groups, and if the facilitator observes anything occurring in the group that they wish to change.
- **Group created rules and norms:** Taking time at the beginning of a training to establish group rules and norms can often be the difference between a successful training and one with many issues. Even when there is a short time for training, it may be a good idea to take a short time to allow the participants to create the rules and behaviors that are acceptable during the training. This will also allow the facilitator to refer back to this list of rules if there are any issues during the training.
- **Facilitator expectations:** Similar to group rules and norms, the facilitator should make clear any expectations that they have for the group as the facilitator. This can also be done by asking participants what their expectations are for the facilitator both as the trainer and also as the manager of the participants.
- **Activities:** Activities such as Ice Breakers, Energizers, Trust Building, and the interactivity of participatory activities are important to developing a sense of trust and comfort among participants.
- **Discussion format:** Discussion is a common time for issues in training, particularly in regards to the silencing of voices, the domination of some participants in the discussion, respecting others

Facilitation Tips

views, allowing participants to speak freely, and so on. The group created and facilitator rules and expectations can help with this. However, the format of discussion can also make a difference. For large group discussion, if issues are occurring it may be a good idea to give participants 3-4 match sticks (or similar) and limit them to one comment per matchstick until they run out. Other options may be to break discussion into smaller groups who report back or buzz groups.

- **Breaks:** Breaks are important in any training over two hours as participants can reach “cognitive load” in which they need a break in order to be able to retain any more information. Breaks also give participants a chance to regroup if there is any stress or distress during training.
- **Gauging participants:** As a facilitator, it is important to gauge participants for participation, body language, attitude, and understanding of the topics. If the participants are displaying negative feelings or behaviors it may be time to take a break, have an energizer, reform groups, change the discussion format, or even take stock of the next activity and adjust it.

Reactive:

- **Proximity control:** Proximity control refers to the facilitator physically moving in proximity to be near a person or persons who are being disruptive. In this method, the facilitator does not stop an activity (or lecture) but rather simply moves to stand next to the person and if they continue to be disruptive the facilitator may put a hand on their shoulder to alert them to his or her presence. Many times, participants are not aware they are being disruptive and the simple act of moving to stand by them will end the behavior.
- **“Teacher look”:** If proximity control does not work or is not possible, most cultures recognize the “teacher look” or “mom look.” This usually is a stern face expression and eye contact (if culturally appropriate) with the disruptive participant.
- **Ignore:** In some cases, ignoring a behavior is the best way to deal with it. Negative attention is still attention. However, in some cases this may serve to escalate the behavior if the disruptive participant is looking for a specific reaction.
- **Humor:** Culturally appropriate humor can often diffuse disruptive behavior.
- **Reminder of agreed upon rules and norms:** If a situation escalates, a gentle reminder of the agreed upon rules and norms may be in order.
- **Reminder of purpose of training (reason we are here):** If the situation continues to escalate, a reminder of the “reason we are here” may be important. This may also be paired with facilitator expectations – particularly if the participants had input into their expectation of the facilitator.
- **Change facilitation tactics/modify activities:** At times, it may be best to change tactics or activities. This may be particularly important if a participant is dominating the discussion, in order to make other participants comfortable to speak.
- **Break and speak with disruptor:** The last resort may be to stop and take a break during the training to calm the situation. This may also require the facilitator to speak one-on-one with the disruptive participant(s) to manage the situation.

Learning Objectives Template

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Learning Objectives Template

Categorize information		
Once you have your list of brainstormed items, categorize it into “must know,” “nice to know,” and “does not need to know now.”		
<i>Example: Must know – testing soil for pit latrines. Nice to know – types of soils for different latrines</i>		
Must know	Nice to Know	Does Not Need to Know Now

Learning objective part 1: Participant Centered
List your “Must Know” and possibly your “Nice to Know” items in a logical order making sure that they are centered on what the participant should know (not what the instructor must do)

Learning Objectives Template

Learning objective part 2: Measurable Performance.

Assign the participant centered items a measurable (action-oriented) performance. The commonly used action verbs from “Blooms Taxonomy of Learning” are helpful here: *Identify, Describe, State, List, Apply, Analyze, Create, Evaluate, etc. Page 12*

Example: List the steps to testing soil for pit latrines

Demonstrate the steps to testing soil for pit latrines

Learning objective part 3 & 4: Rewrite, add conditions and criteria (optional)

Once you have an appropriate action item added to the information that the participant must know, rewrite it into a functional learning objective. You may want to add any conditions that the participants will be given.

Example: When given a testing plot and tools, demonstrate the steps to testing soil for pit latrines.

Agenda/Session Plan Template

Agenda/Session Plan Template

Obj #	Activity Name/Type	Activity Description	Time

Agenda/Session Plan Template Example

Agenda/Session Plan Example: 2-hour basic Gender Training Workshop

Gender Training Workshop Objectives:

1. Explain the difference between “sex” and “gender.”
2. Identify the characteristics, traits, and attributes of men and women based on sex versus gender.
3. Discuss how people develop the ideas, norms, and expectations they associate with gender.
4. Discuss how our personal histories influence our beliefs and reactions.
5. Discuss how our beliefs of gender norms and expectations influence our perceptions.

Obj #	Activity Name/Type	Activity Description	Time	Page #
---	Icebreaker: Name Game	Introduction of participants and icebreaker.	10 min	28
1, 2	Brainstorm and Discussion: Gender versus Sex	Brainstorm characteristics, traits, and attributes of men versus women and sort into “sex” versus “gender.” Discussion of the difference between sex and gender.	20 min	36
3, 4, 5	Collective Drawing: Drama by the River	Activity to demonstrate how our beliefs of gender norms, rules, and expectations influence our perception of events.	1 hour	58
3, 4, 5	Statement Ranking and Discussion: Gender Experiences Ruler	Activity to demonstrate how our personal experiences of gender influence our daily lives and discussion.	20 min	88
---	Evaluation: Globe Game	Evaluation knowledge check: Game to check participant’s mastery of the learning objectives.	10 min	94

Activity Plan Template

Activity Plan Template

ACTIVITY NAME/TYPE		TIME	
OBJECTIVES			
TARGET AUDIENCE			
MATERIALS & PREPARATION			
PROCESS			
DISCUSSION POINTS			

Icebreakers

The purpose of an Icebreaker is to begin to form a collaborative and safe environment with participants. Icebreakers can vary in length depending on the length of the training. It is suggested to devote adequate time to introductions and icebreakers in order to facilitate this process. When necessary, an icebreaker can also be an instructive activity. The following Icebreakers are reproduced from the Oxfam Gender Training Manual, pages 42-43 (Williams, Seed, & Mwau, 1994)

Greeting

Explain or ask how people in different countries greet each other. Then ask participants to pick a pre-prepared slip from a hat or basket, on each of which will be written one of the following:

- Place hands together and bow (India)
- Kiss on both cheeks (France)
- Rub noses (Iceland)
- Hug warmly (Russia)
- Slap on each hand and bump each hip (some parts of Southern Africa)

Ask the participants to move around the room greeting each other in the way indicated on their slip.

Your own space

Ask each person to find a space where they do not touch anyone else. Then ask them to close their eyes and do anything they wish to do within their own space (e.g. jump, dance, exercise etc.) Then ask them to hug themselves and generally feel and touch themselves. Ask them to move again within their own space, and then ask them to describe quickly how they feel about themselves (relaxed, tense, good, bad etc.)

Wallpaper

Ask participants to draw a picture of themselves doing something they enjoy doing. After 10 or 15 minutes ask each one to show and explain their picture. Afterwards each person signs their picture and puts it up on the wall. As some people feel very anxious about drawing, only do this with a group of people who will be able to do it without anxiety.

Beautiful Bee

'I'm Bee and I'm beautiful'... Each person says their name and a positive word to describe themselves (no putdowns allowed!) and goes on to introduce the preceding members of the group: 'I'm Lynne and I'm lovely... this is Sue and she's super... William and he's wonderful... Cathy and she's courageous...'. A variation on this is for people to say their name and one thing about themselves (not necessarily starting with the same letter): 'I'm Cathy, I have three children'. In the same way they introduce the preceding members: 'I am Thandi and I like working in groups, this is Cathy, she has three children', and so on.

What I do

This is useful near the beginning to help get to know each other in a fun way. Each person briefly shows in mime something that they do. This does not have to be something to do with their work — in fact it is better if it is something that is unknown by most of the participants. The second person does the previous person's action and then their own. The third person does the first, second and third

Icebreakers

actions until the last person does the actions for the entire group. This can be made more fun by also including a sound (not words) to go with the mime.

Energizers

The purpose of an Energizer is to provide a short break for participants, particularly if they are appearing to be tired, stressed, bored, or simply have been sitting for too long. Most energizers are fast and active and may or may not be related to the topic. The following Energizers are reproduced from the Oxfam Gender Training Manual, pages 44-46 (Williams, Seed, & Mwau, 1994)

Opening the day

Stand in a circle. Each person takes a turn to make a sound and a gesture to show how he or she is feeling. This is a good one to do at the start of a day, for people to express their feelings. A variation is for people to imitate the sounds and actions of others.

Untangling

Ask the group to stand in a circle, and close their eyes, until you tell them to open them again. Move slowly towards each other stretching out your hands until each person is holding some-one else's hand in each of their hands. Check to make sure that everyone is holding only one hand in each hand. Then all open your eyes. You will find the group is in a tangled knot. Then, with eyes open, but still holding hands, try and untangle yourselves until you are standing in a circle again holding hands.

All change

Take away one of the chairs, or mats so that there is enough room for all except one person to sit down. The standing person calls out all people who have a certain characteristic e.g. 'all people wearing something blue' or 'all people who have an E in their name'. Those people then stand up and rush to find another seat. The person who is the caller also rushes to try and find a seat. One person fails to get a seat, and then they go into the center. If the person calls 'all change', then everyone has to stand up and run to get a seat. This game can be used just to get people moving, but it can also be used to build awareness and provide information on a topic: you could ask for people who are parents, grandparents, daughters, brothers, managers, heads of household, etc. An alternative, non-threatening way to play the game is to allocate names of fruit or vegetables to people; the caller then calls out these names, and those people run to get a new seat.

Be aware with this game that there may be certain areas that people do not feel comfortable to share in such a public way. Also be aware that some people may not be able to run. In this case it is possible to have other people act as 'runners' for them.

Word and deed

The first person in the circle does one action, while describing another. For example, she says 'I'm cooking' while pretending to type. The second person then acts out the thing that the first person says she was doing, while saying she's doing something else: 'I'm scratching my nose' while pretending to cook. This then continues round the circle. This one is hilarious — but it's not for people who want to remain dignified at all costs!

Tropical rainforest

Standing in a circle, the facilitator starts rubbing her hands together and the next person copies, then the next all the way round. Then the facilitator changes to snapping her fingers, and everyone

Energizers

gradually changes over... then she starts slapping her hands on her thighs... then stamping her feet... then repeats the sounds in reverse until everyone is silent again. It sounds like a rainstorm in a forest, starting quietly, building up and gradually dying away again. It is important that each person copies the actions of the person to the right of them, not the facilitator; and that the facilitator waits until everyone is doing the action before changing to a new one.

Activity Plan – Body Mapping

Activities

ACTIVITY NAME	Body Mapping	TIME	1-3 hours
OBJECTIVES	<p>The purpose of a Body Mapping activity is to individually or in groups trace a body onto a large sheet of paper (or draw onto a smaller sheet if unavailable) and use the drawing to indicate places on the body, feelings, emotions, external and internal influences on a body, and more.</p> <p>Body Mapping activities may include objectives such as:</p> <ul style="list-style-type: none"> • Create • Demonstrate, • Evaluate • Identify • Illustrate • Label • Locate • Show • Tell 		
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • <i>Others as identified</i> 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Butcher paper (a large sheet of paper is ideal. If not available use smaller paper and hand-sketch a body outline) ✓ Markers 		
PROCESS	<ul style="list-style-type: none"> • Provide each person or group with a body-sized sheet of butcher’s paper. • Ask participants to trace the body of their fellow participants (in pairs) onto the sheet of paper. • Ask the participants to then identify on the outline of their body the areas as indicated by the area of interest. Some possible topics may include asking the participants to: <ul style="list-style-type: none"> ○ Identify which areas of the body give him/her pain and why. ○ Identify which areas of the body give him/her pleasure and why. ○ Identify which areas of the body make him/her feel ashamed and why. ○ Identify which areas of the body make him/her feel powerful and why. ○ What influences his/her body from the outside. ○ Think about and draw symbols that represent their [<i>selves, identity, life, home, journey, country...</i>]. ○ Identify and draw key experiences that relate to issues of [<i>health, gender, discrimination, race...</i>] 		
DISCUSSION POINTS	<ul style="list-style-type: none"> • <i>Discussion questions as related to the topic</i> 		
ADAPTATIONS	<p><i>Some potential adaptations to a Brainstorming activity may include:</i></p> <ul style="list-style-type: none"> ❖ If the topic of this activity is one that may be sensitive in nature, the facilitator may want to explain the activity and ask if anybody would like to opt-out. Similarly, the facilitator may want to ask for volunteers and put people into 		

Activity Plan – Body Mapping

groups with volunteers to assist rather than to draw their own map if the situation is sensitive.

Activity Plan – Body Mapping Example

ACTIVITY NAME	Body Mapping Example: Pain, Pleasure, Shame, Power	TIME	1-2 hours
OBJECTIVES	<p><i>Adapted from CARE Gender Toolkit (CARE, 2007)</i></p> <ol style="list-style-type: none"> 1. Map perceptions of which parts of one’s body gives pleasure, pain, shame and power. 2. Discuss why, when, and how one feels pleasure, pain, shame, and power. 3. Analyze the internal and external influences that affect how one feels about one’s body. 		
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • <i>Others as identified</i> 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Butchers paper (a large sheet of paper is ideal. If not available use smaller paper and hand-sketch a body outline) ✓ Markers 		
PROCESS	<ul style="list-style-type: none"> • <i>Note: The facilitator may want to explain the activity and ask if anybody would like to opt-out.</i> • Divide participants into groups of 3-4. • Provide each group with a body-sized sheet of butcher’s paper. • Ask participants to trace the body of one participant onto the sheet of paper. • Ask the participants step-by-step to: <ul style="list-style-type: none"> ○ Identify, draw, and label the various parts of the body, including sexual and reproductive parts. ○ Identify and draw which areas of the body give him/her pain. ○ Identify and draw which areas of the body give him/her pleasure. ○ Identify and draw which areas of the body make him/her feel ashamed. ○ Identify and draw which areas of the body make him/her feel powerful. ○ Identify and draw what influences their feelings from outside of their body. 		
DISCUSSION POINTS	<ul style="list-style-type: none"> • Ask groups: <ul style="list-style-type: none"> ○ Why they felt power, pleasure, pain or shame in the marked areas. ○ When they felt power, pleasure, pain or shame in the marked areas ○ How they felt power, pleasure, pain or shame in the marked areas • Are there different attitudes and judgments that are attached to different body parts? How does this impact how we feel and think about our bodies? • Are there some body parts that feel powerful to some? Are those parts used for power over others? • How are those areas that you feel power in related to feelings of pleasure, pain or shame? 		

Activity Plan – Brainstorming

**ACTIVITY
NAME**

Brainstorming

TIME 15 minutes – 1 hour

OBJECTIVES

The purpose of a Brainstorming activity is to draw out participants’ knowledge of a topic(s) and/or ideas on a topic(s). Typically, this is also followed up with an organization of the brainstormed ideas and/or discussion. This type of activity can range in complexity from a short activity to introduce a topic to an in-depth method of eliciting ideas around a complex problem or issue.

Statement Ranking activities may include objectives such as:

- Compile
- Identify
- List
- Recall
- Reflect
- State

**TARGET
AUDIENCE**

- Community
- NGO
- Government Agency
- Workshop Participants
- *Others as identified*

**MATERIALS
& PREPARATION**

- ✓ Flipchart paper (or chalkboard, sheet paper, strips of paper, or other)
- ✓ Markers or chalk
- ✓ Tape (if needed)

Tape flipchart paper in the front of the room so all participants can see it.

PROCESS

- Describe the topic or issue to the participants that will be the subject of the brainstorm.
- Explain to participants that they will call out their ideas while the facilitator compiles them in the front of the room on the paper.
- Explain to the participants that no discussion will take place during the brainstorming. All ideas will be compiled and the merit of the ideas will be discussed at a later time, if appropriate.
- Continue compiling until ideas have run out or a time limit has been reached.
- If appropriate, discuss the results (or see adaptations below).

**DISCUSSION
POINTS**

- *Discussion questions as related to the topic*

ADAPTATIONS

Some potential adaptations to a Brainstorming activity may include:

- ❖ Draw representations of the ideas instead of words for low literacy groups.
- ❖ Divide participants into groups and brainstorm in smaller groups – requires that at least one person can write in the group.
- ❖ Compile each idea onto a single piece of paper and tape onto a wall – allows for easy reorganization of ideas, once compiled.
- ❖ Discuss ideas and eliminate, add, or reorganize based on discussion.

Activity Plan – Brainstorming Example

ACTIVITY NAME	Brainstorming Example: Sex vs. Gender	TIME 30 minutes
OBJECTIVES	<p>Adapted from the Oxfam Gender Training Manual (Williams, Seed, & Mwau, 1994)</p> <ol style="list-style-type: none"> 1. Explain the difference between “sex” and “gender.” 2. Identify the characteristics, traits, and attributes of men and women based on sex versus gender. 3. Discuss how people develop the ideas, norms, and expectations they associate with gender. 	
TARGET AUDIENCE	<ul style="list-style-type: none"> <li style="width: 50%;">• Community <li style="width: 50%;">• Workshop Participants <li style="width: 50%;">• NGO <li style="width: 50%;">• <i>Others as identified</i> <li style="width: 50%;">• Government Agency 	
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Strips of paper ✓ Markers ✓ Masking tape <p>Hand out a stack of paper strips and markers to each participant. Provide groups of participants with masking tape.</p>	
PROCESS	<ul style="list-style-type: none"> • Divide participants into groups with one group representing “men” and one group representing “women” (see adaptations). • Ask participants to write the characteristics, traits, and attributes that we give men or women (whichever is their group), one on each slip of paper. • Assign one wall for “men” to tape their papers and one wall for “women.” • Ask participants to tape their papers to their wall. • Continue until participants run out of ideas or a specified time is up. <ul style="list-style-type: none"> ○ <i>Note: In order for this activity to function correctly there should be some sex-related (physical) attributes included. If the participants do not include sex related attributes, the facilitator should discreetly add some to the wall.</i> • Once participants have taped up their papers, reflect on the responses. • Ask participants to take the papers that could, in reality, be attributed to EITHER men or women and move them to a third wall. <ul style="list-style-type: none"> ○ <i>Note: In some cases the facilitator may need to assist the participants in recognizing that certain traits could be applied to both men and women.</i> • Once participants have moved their papers, reflect on the difference between sex (biological traits) and gender (socialized traits). 	
DISCUSSION POINTS	<ul style="list-style-type: none"> • What is the difference between sex and gender? • Where do our ideas about gender come from? • Why do we assign men and women different attributes? 	
ADAPTATIONS	<p><i>Some potential adaptations to a this activity may include:</i></p> <ul style="list-style-type: none"> ❖ Assign half of the room randomly to men and half randomly to women. ❖ Assign men to the “men” group and women to the “women” group. ❖ Assign men to the “women” group and women to the “men” group. 	

Activity Plan – Buzz Group

**ACTIVITY
NAME**

Buzz Group

TIME 5-20 minutes

OBJECTIVES

The purpose of a Buzz Group activity is to allow participants to briefly discuss a topic or concept in a group of only 2-3 participants, typically those sitting near them, in order to both energize the participants and to give an opportunity to develop ideas. Buzz Groups can also serve as a mini-Brainstorming activity. Buzz Groups are a useful way to ensure that participants who are shy or who have less voice can participate in discussion, particularly if there are a few dominant voices in the group. The buzz group may or may not report back to the larger group.

Buzz Group activities may include objectives such as:

- Analyze
- Argue
- Debate
- Define
- Discuss
- Evaluate
- Explain
- State
- Tell

**TARGET
AUDIENCE**

- Community
- NGO
- Government Agency
- Workshop Participants
- *Others as identified*

**MATERIALS
& PREPARATION**

Materials for Buzz Groups will depend on the purpose of the activity. Some potential materials may include:

- ✓ Handouts or worksheets
- ✓ Writing implements

PROCESS

- Describe the topic or issue that will be the subject of the buzz group.
- Ask participants to pair with 2 (at most 3) of their neighbors.
- Give participants a brief time, usually 5-10 minutes, to discuss the topic.
- Ask the participants to report 1-2 key points back to the larger group.

**DISCUSSION
POINTS**

- *Discussion questions as related to the topic*

ADAPTATIONS

Some potential adaptations to a Buzz Group activity may include:

- ❖ Use the buzz group as a mini brainstorming session.
- ❖ “Snowball” the results of the buzz group, allowing one group to combine and report with another group, and then the larger group combining and reporting to another group, and so on until the entire group has reconvened.
- ❖ Assign each buzz group a different topic and ask them to report back to the larger group in mini-lectures.
- ❖ Use buzz groups as an energizer or ice breaker.
- ❖ Use a “speed dating” model. Form two equal sized circles one inside and one outside with chairs facing each other. Ask participants to sit across from one another and “buzz” on a topic for 2 minutes. At the end of this time ask the participants in the outside ring to stand and shift one seat to the right. Repeat the speed dating “buzz” until all participants have spoken to one another.

Activity Plan – Buzz Group Example

ACTIVITY NAME	Buzz Group Example: Key Gender Concepts	TIME 10 minutes
OBJECTIVES	<p>Adapted from the “Training Manual on Approaches of Inclusion and Gender Budgeting Sensitivity for Local Governments” (Rusimbi et al., 2006)</p> <ol style="list-style-type: none"> 1. Define key gender concepts. 2. Provide examples of key gender concepts. 	
TARGET AUDIENCE	<ul style="list-style-type: none"> <li style="width: 50%;">• NGO <li style="width: 50%;">• Workshop Participants <li style="width: 50%;">• Government Agency <li style="width: 50%;">• <i>Others as identified</i> 	
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Gender concept handout or cards with one key concept on each ✓ Writing implements 	
PROCESS	<p><i>Note: This activity requires that the participants have already been exposed to the concepts in the activity, or they will need resources on which to draw their definitions. See adaptations for other ways of conducting this activity without prior knowledge of the concept. Add other concepts as required.</i></p> <ul style="list-style-type: none"> • Ask participants to pair with 2 (at most 3) of their neighbors. • Provide participants with blank handouts and assign them a concept to define; or provide participants with index cards with a key concept on each one. • Ask participants to define the concept with their partner(s) and give an example. • Give participants 5-10 minutes to discuss and define their assigned concept. • Ask the participants to report back to the larger group. 	
DISCUSSION POINTS	<ul style="list-style-type: none"> • Clarify any necessary points or definitions. 	
ADAPTATIONS	<p><i>Some potential adaptations to a Buzz Group activity may include:</i></p> <ul style="list-style-type: none"> ❖ Provide participants with the definitions to each concept and ask them to discuss the concept in their buzz group and an example that they can share with the group to illustrate what the concept means. When reporting back each group is asked to explain the concept in their own words and their illustrative example. ❖ Use a “speed dating” model. Form two equal sized circles one inside and one outside with chairs facing each other. Ask participants to sit across from one another and provide each participant with a concept. Have each participant explain their concept to the other and provide an example (see adaptation above). At the end of each two minute time period ask the participants in the outside ring to stand and shift one seat to the right. Repeat the speed dating “buzz” until all participants have spoken to one another about their concept. 	

Activity Plan – Buzz Group Example

Key Gender Concepts Handout: Blank

Sex:

Gender:

Gender roles:

Gender bias:

Gender equitable:

Gender blind:

Gender neutral:

Activity Plan – Buzz Group Example

Key Gender Concepts Handout: Completed

Sex: The biological make-up of men and women, boys and girls – the physical attributes with which we are born.

Gender: Culturally and socially constructed roles, responsibilities, privileges, relations and expectations of women, men, boys and girls. Gender is not another word for women. Gender is also not another word for sexual difference.

Gender roles: The different tasks and responsibilities and expectations that society defines and allocates to men, women, boys and girls. These are not necessarily determined by biological make-up and therefore can change with time and in different situations.

Gender bias: An approach that impacts more positively on male than female, or on female than male.

Gender equitable: An approach that results in just/fair treatment of women and men, and recognition and appreciation of both women's and men's potential.

Gender blind: An approach that does not recognize that there may be differences in situation, needs, feelings, interests etc., of women, men, girls and boys.

Gender neutral: An approach to planning that treats women, men, girls and boys as if they were part of one homogeneous group. (Experience has shown that gender neutral planning generally favors the needs of the dominant group.)

Activity Plan – Calendaring

**ACTIVITY
NAME**

Calendaring

TIME 1-2 hours

OBJECTIVES

The purpose of a Calendaring activity is to visually demonstrate time-bound information in such a way that it can be analyzed and discussed among participants. Calendaring activities can be time and materials intensive, but can elicit interesting differences in time-use by different groups (such by gender, socio-economic status, job type, and more). Calendaring activities may come in different temporal scales. Most common are daily calendars based on a 24 hour or 1-week period, and seasonal calendars based on a full year.

Calendaring activities may include objectives such as:

- | | | |
|-----------|--------------|----------|
| • Create | • Identify | • Locate |
| • Develop | • Illustrate | • Map |
| • Draw | • Label | • Show |

**TARGET
AUDIENCE**

- | | |
|---------------------|-------------------------------|
| • Community | • Workshop Participants |
| • NGO | • <i>Others as identified</i> |
| • Government Agency | |

**MATERIALS
& PREPARATION**

- ✓ Butcher paper (flipchart paper if butcher not available)
- ✓ Markers
- ✓ Masking Tape

PROCESS

- Divide participants into groups of 4-6 participants. Consider the objective of your calendaring activity and break up groups accordingly.
- Provide groups with butchers paper (or flipchart paper) and markers of various colors
- Ask participants to think about the [*past 24 hours, a specific time period, or the year*] and mark on the map the key activities and events that happen within this period and their duration.
 - For a daily calendar consider:
 - Child care
 - Chores
 - Eating
 - Paid labor
 - Rest and leisure
 - School
 - Sleep
 - Studying
 - Travel
 - Unpaid labor
 - For a seasonal calendar consider:
 - Agricultural seasons and events
 - Celebrations and holidays
 - Changes in intensity of paid labor
 - Changes in intensity of unpaid labor
 - Common times of illness

Activity Plan – Calendaring

- School sessions and events
 - Times of food security and insecurity
 - Weather seasons
-

DISCUSSION POINTS

- *Discussion questions as related to the topic*
-

ADAPTATIONS

Some potential adaptations to a Calendaring activity may include:

- ❖ Assign specific colors and/or designs (dashed line, solid line, and etcetera) to specific events. This may require providing participants with a key. An example of a calendar may also be helpful – though beware that in some situations the participants may be likely to copy the example rather than create their own map.
 - ❖ Break up groups based on gender, job-type, relationship, or other key factor.
 - ❖ Provide participants with a flipchart or butchers paper already prepared with a calendar or other format in which they can easily fill out the information.
 - ❖ Conduct the activity as a whole-group rather than in smaller groups. If literacy and/or discomfort with drawing are issues with the participants, this may be an important adaptation.
 - ❖ Provide participants with pictures of key activities to place along the calendar rather than asking them to write or draw.
-

Activity Plan – Case Studies

ACTIVITY NAME

Calendaring Example: My Gendered Day

TIME 1-2 hours

OBJECTIVES

- Identify the differences in a typical day for men and women.
- Analyze the differences in a typical day for men and women.
- Discuss the gendered division of labor in a typical household.
- Discuss the pros and cons of gendered division of labor.

TARGET AUDIENCE

- Community
- NGO
- Government Agency
- Workshop Participants
- *Others as identified*

MATERIALS & PREPARATION

- ✓ Butcher paper (flipchart paper if butcher not available)
- ✓ Markers
- ✓ Masking Tape

Prepare flipcharts or butchers paper (one for each group) with the following graphic or a similar one:

Activity	4am	4:30am	5am	5:30am	6am	6:30am	7am	7:30am	8am	8:30am	9am	9:30am	10am	10:30am	11am	11:30am	12pm	12:30pm	1pm	1:30pm	2pm	2:30pm	3pm	3:30pm

Continue until 24 hours has been added

PROCESS

- Divide participants into groups of 4-6 so that each group is comprised of only men or only women.
- Provide groups with butchers paper (or flipchart paper) and markers of various colors.
- Ask participants to think about the [*the past 24 hours, a typical 24 hour day*] and mark on the chart the key activities and events that happen within this period and their duration. Ask participants to note where they multi-task activities.
- If participants need assistance remind them to consider:
 - Child care
 - Chores
 - Eating
 - Paid labor
 - Rest and leisure
 - School
 - Sleep
 - Studying
 - Travel

Activity Plan – Case Studies

- Unpaid labor

- Once participants have finished their calendar, ask each group to demonstrate their calendar and explain their daily activities.
-

DISCUSSION POINTS

- How much time do women and men work in a day?
 - What are some of the differences between the way men and women use their day? Why do we have these differences?
 - Do men and women do any activities that are the same? What are these activities? Why do they overlap when other activities do not?
 - What are some of the positives of having these differences in a day? What are some of the negatives? Are these differences equal or equitable? Why or why not?
-

ADAPTATIONS

Some potential adaptations to a Calendaring activity may include:

- ❖ Assign specific colors and/or designs (dashed line, solid line, and etcetera) to events that are multitasked.
 - ❖ Provide participants with pictures of key activities to place along the calendar rather than asking them to write or draw.
 - ❖ Reverse the activity asking men to draw women's days and women to draw men's days. When processing, ask each group to demonstrate their views of the opposite sexes day. Then each to correct the calendar pointing out what their day actually looks like.
-

Activity Plan – Case Studies

**ACTIVITY
NAME**

Case Studies

TIME 30 minutes – 2 hours

OBJECTIVES

The purpose of a Case Study activity is for participants to utilize analytical and evaluative skills to practice what they have learned or to think critically about a topic. A Case Study activity will typically be utilized after other knowledge/skill/attitude activities are conducted so that participants may draw on what they have learned. Case studies can be very short mini-cases that are a paragraph long and can be as complex as a 10 or more page brief of a situation. A case study is designed to fit a specific concept or topic that the participants will analyze and can be based on real or hypothetical situations. It is highly suggested to include guiding questions for the analysis of a case study.

Case Study activities may include objectives such as:

- Analyze
- Argue
- Assess
- Describe
- Design
- Develop
- Devise
- Discuss
- Evaluate
- Examine
- Explain
- Judge

**TARGET
AUDIENCE**

- Community
- NGO
- Government Agency
- Workshop Participants
- *Others as identified*

**MATERIALS
& PREPARATION**

- ✓ Case study handouts with guiding questions
- ✓ Flipchart paper (if needed)
- ✓ Markers or chalk (if needed)
- ✓ Tape (if needed)

PROCESS

- Divide participants into groups of 3-4 (see adaptations).
- Provide each group with a case study and guiding questions (see adaptations).
- Give the groups time to read and process the case study, and to work with their group members to answer the guiding questions.
- If appropriate, have each group compile their results onto a flipchart paper to share with the group.
- Provide each group an opportunity to report the results of their case study analysis and discuss.

**DISCUSSION
POINTS**

- *Discussion questions as related to the topic*

ADAPTATIONS

Some potential adaptations to a Case Study activity may include:

- ❖ Read case studies aloud and/or provide pictorial representations of a case study for low literacy groups.
- ❖ Process a single case study as an entire group rather than in small groups.
- ❖ Provide each group with a different case study to illustrate different issues related to a topic.

Activity Plan – Case Studies

- ❖ Provide each group with the same case study to save time in reporting back, and ask groups to add to the previous group rather than reporting all results.
 - ❖ Combine a case study with a role-play activity (page 84) and ask participants to act out the case study and/or their solution.
 - ❖ Combine a case study with a community drawing (page 57) and ask participants to report back through a drawing representing their solution.
 - ❖ Combine a case study with a storytelling (page 90) activity and ask participants to report back through a story illustrating their solution.
-

Activity Plan – Case Study Example Handout

ACTIVITY NAME	Case Study Example: Gender Impacts of Climate Change Technologies	TIME	1 hour 30 min
OBJECTIVES	<p>Adapted from the “Training Manual on Gender & Climate Change” (Aguilar, 2009)</p> <ol style="list-style-type: none"> 1. Discuss the gender impacts of climate change adaptation technologies. 2. Discuss the implications of not considering gender in climate change adaptation technologies. 3. Develop a strategy or suggestions for mainstreaming gender into a climate change technology adaptation project. 		
TARGET AUDIENCE	<ul style="list-style-type: none"> <li style="width: 50%;">• Community <li style="width: 50%;">• Workshop Participants <li style="width: 50%;">• NGO <li style="width: 50%;">• <i>Others as identified</i> <li style="width: 50%;">• Government Agency 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Case study handouts with guiding questions ✓ Flipchart paper ✓ Markers or chalk ✓ Masking tape 		
PROCESS	<ul style="list-style-type: none"> • Divide participants into groups of 3-4. • Hand out case studies and provide the guiding questions found below in “discussion points.” • Hand out flipchart paper and markers for groups to compile their answers. • Give the groups 30 minutes to read the case study and prepare. • Ask the small groups to present their findings back to the entire group. • Once all groups have reported back, divide the plenary into two groups, one “for” and one “against.” • Explain to the participants that there will be ten-minute debate on the following statement: <ul style="list-style-type: none"> ○ “Technological solutions to climate change would be very different if more women were in leadership and decision- making positions.” • Give the participants time to prepare their positions. Indicate that they can rely on arguments found in the text of the module. • Allow each group to make a point and the other group to rebut and make a point. Continue for ten minutes and then discuss. 		
DISCUSSION POINTS	<ul style="list-style-type: none"> • What social constraints did women face? • How did the women overcome these constraints? • How did they use technology to solve their problems? • What else do you think they could have done? 		
ADAPTATIONS	<p><i>Some potential adaptations to this activity may include:</i></p> <ul style="list-style-type: none"> ❖ Only run the case study activity and plan for one hour. ❖ Only run the debate activity and plan for one hour. 		

Activity Plan – Case Study Example Handout

Gender Impacts of Climate Change Technologies: Keur Moussa

The rural communities of Keur Moussa are located between Dakar and Thiès, and comprise 37 villages, most of which are on the Ndiass single-wall buttress. The Ndiass is a plateau with a maximum elevation of 120 m. Surrounded by massifs, the villages and their surroundings are exposed to fast-running surface water because of the steep slopes. Water erosion is a serious problem here and has drastic consequences on the environment (resource degradation, soil acidification, gully erosion, absence of water infiltration) and on the communities (fatal accidents, the collapse of housing, inaccessibility to resources).

Women have difficulty accessing water, and also have all sorts of problems with agricultural production. They are unable to grow vegetables out of season. Arable land is being lost due to soil degradation, and the arable land that is available, is often infertile due to surface water flows uprooting vegetation and crops. Therefore, agricultural yields diminish and earnings dwindle. Young people migrate and leave women and the elderly to fend for themselves. In the villages of Landou, for instance, there are about 118 women and only twenty or so men.

The steepness of the slopes means that it is very difficult for the surface water to soak into the ground to replenish ground water supplies. This exacerbates water shortages especially in the areas where wells have already been dry for two months during the winter season. In some places around the massifs, the ground water is 30 m below sea-level (Ndiaye, 2007), thus contributing to the intrusion of salt water and the breakdown of hydraulic equipment such as drilling machines.

Some organizations have helped the women control erosion in order to retain water and soil, and to recover arable land to achieve better agricultural yields. They have acquired new techniques and knowledge in combating land degradation by improving the soil quality and its productivity.

Seventeen of the 37 villages that make up the Keur Moussa community suffer from erosion and Women's vulnerability in the rural communities of Keur Moussa 201 Instruments and techniques / Module 6 land degradation, which cause inadequate agricultural yields. Three villages (Santhie Sérère, Kessoukhatte and Landou) have been selected as pilot sites for erosion control within the framework of the Agrobio Niayes Programme by ENDA PRONAT (Environment and Development Action in the Third World). The project was initiated by local people, and women in particular, following consultations on the problems of, and solutions to, erosion; the disappearance of arable land;

Activity Plan – Case Study Example Handout

uprooting of crops and trees; water scarcity; and inaccessibility of villages. Committees were established according to priorities. The Anti-erosion Committee, in which women are very active, is one of these.

To control the flow of water, they have built barriers and undertaken reforestation. The barriers are built around the edges of pools of captured rainwater, and consist of stone borders, half-moon canals, bundles of brushwood, infiltration ditches, and open trenches that slow the water down and direct it towards infiltration points.

Women are interested in solving the erosion problem because in addition to affecting agricultural productivity, it also makes it difficult to access clean drinking water. If they were given a choice, their priority would be to have more water resources. They are very active in building stone barriers. All their hard work has had an immediate effect – ground water has been recharged, water bodies have been created and soils stabilized, rain water flow has slowed down; the vegetation is regenerating; and the diversity of the surface vegetation is increasing. The president of the organization said, “Now, there is a lot of water in our wells, and this year we are spending less time drawing water, meaning 1 to 1.3 hours to recharge the well compared to 2 to 3 hours last year. We will continue our anti-erosion campaign for better results”. Agricultural yields have improved and women have begun trading herbs and other plants, which they had not done in a long time.

Source: The Women’s Environment and Development Organization (WEDO) with ABANTU for Development in Ghana, ActionAid Bangladesh and ENDA in Senegal. (2008). Gender, Climate Change and Human Security: Lessons from Bangladesh, Ghana and Senegal. Retrieved from the World Wide Web from: <http://www.wedo.org/files/HSN%20Study%20Final%20May%2020,%202008.pdf>.

Activity Plan – Codes

ACTIVITY NAME	Codes	TIME	15-45 minutes									
OBJECTIVES	<p>The purpose of a Role Play activity is to make attitudes, situations and experiences come to life through experiencing and feeling, done through acting out roles and/or scenarios. Role play can also be used to practice skills. They can be based on real-life cases, or designed to bring out certain roles and attitudes. Role Play is a fairly 'open' technique, allowing the situation to develop once people have their characters and the basic setting established.</p> <p>Role Play/Socio Drama activities may include objectives such as:</p> <table border="0" style="width: 100%;"> <tr> <td>• Act</td> <td>• Demonstrate</td> <td>• Evaluate</td> </tr> <tr> <td>• Analyze</td> <td>• Discuss</td> <td>• Interpret</td> </tr> <tr> <td>• Create</td> <td>• Dramatize</td> <td>• Predict</td> </tr> </table>			• Act	• Demonstrate	• Evaluate	• Analyze	• Discuss	• Interpret	• Create	• Dramatize	• Predict
• Act	• Demonstrate	• Evaluate										
• Analyze	• Discuss	• Interpret										
• Create	• Dramatize	• Predict										
TARGET AUDIENCE	<table border="0" style="width: 100%;"> <tr> <td>• Community</td> <td>• Workshop Participants</td> </tr> <tr> <td>• NGO</td> <td>• <i>Others as identified</i></td> </tr> <tr> <td>• Government Agency</td> <td></td> </tr> </table>			• Community	• Workshop Participants	• NGO	• <i>Others as identified</i>	• Government Agency				
• Community	• Workshop Participants											
• NGO	• <i>Others as identified</i>											
• Government Agency												
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Scripts and setting descriptions for participants ✓ Props (if desired) 											
PROCESS	<ul style="list-style-type: none"> • Divide participants into groups of people necessary to act out the script. • Provide each participant with a script (see adaptations) • Provide each group with a setting description. • Give groups time to plan and practice their code – the time for this will depend on the complexity of the script. 15-45 minutes. • Ask groups to reconvene and ask for volunteers to demonstrate their code while the other participants watch. • Discuss each code (if appropriate) or wait until all of the codes have been demonstrated to discuss. 											
DISCUSSION POINTS	<ul style="list-style-type: none"> • <i>Discussion questions as related to the topic</i> 											
ADAPTATIONS	<p><i>Some potential adaptations to a Code activity may include:</i></p> <ul style="list-style-type: none"> ❖ Assign a part to every person in the group rather than small groups. ❖ Have one group practice and perform the code and ask the remaining participants observe what is happening. This may require asking the participants to step out of the room and practice during another activity. Guiding questions will help the participants with their observations. ❖ Provide participants with a situation and allow them to create characters (see Role Play Activities, page 84). 											

Activity Plan – Codes Example

ACTIVITY NAME	Codes Example: Domestic Violence “Fishbowl”	TIME	1 hour, 30 minutes
OBJECTIVES	<p>Reproduced from the Women in Peacebuilding Resource and Training Manual, Pages 80-85 (Schirch, 2004)</p> <ol style="list-style-type: none"> 1. Discuss responses to domestic violence. 2. Identify obstacles women face in seeking help for domestic violence. 3. Identify resources for help for domestic violence. 		
TARGET AUDIENCE	<ul style="list-style-type: none"> <li style="width: 50%;">• Community <li style="width: 50%;">• Workshop Participants <li style="width: 50%;">• NGO <li style="width: 50%;">• <i>Others as identified</i> <li style="width: 50%;">• Government Agency 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Scripts and setting descriptions for participants ✓ Handout: Understanding Responses to Domestic Violence ✓ Blank paper ✓ Props (if desired) 		
PROCESS	<ul style="list-style-type: none"> • <i>Note: This activity goes through several short activities before the code part of the activity. This is due to the nature of the topic which is sensitive in nature. The building activities give time for participants to begin processing this complex topic and to form a comfortable space in which to share. Depending on the group, this activity may be best done with only male or only female participants rather than mixed groups.</i> • Personal Sharing <ul style="list-style-type: none"> ○ In pairs, ask people to share a specific story of a woman they know who has experienced domestic violence. Ask participants about what steps the woman took to ensure her own safety and how the community responded. • Large Group Discussion on Responses to Domestic Violence <ul style="list-style-type: none"> ○ In the large group, facilitate a discussion about the different ways women respond to domestic violence. After some discussion, pass out the handout “Understanding Responses to Domestic Violence.” Point out that some responses are more “constructive” and others are “destructive.” ○ In the large group, ask the following question: “What makes it difficult for women to seek safety in situations of domestic violence?” As the group shares, make a list identifying the obstacles women face in seeking safety. ○ If the group does not list all the obstacles given in the “Understanding Responses to Domestic Violence” handout, bring them up. Review or discuss other aspects of the handout. • Discussion on Causes of Abuse <ul style="list-style-type: none"> ○ Write out each theory of why men abuse women on a separate sheet of paper. ○ In pairs or the large group (depending on group dynamics) ask why some men abuse women. ○ As the group shares, put up the sheets of paper identifying the main theories in the front of the room. ○ Review any theories that the group does not list. 		

Activity Plan – Codes Example

- **Discussion on Responses to Abuse**
 - Ask the group to reflect and share on the resources available to victims of domestic violence in your community.
 - In small groups, ask participants to brainstorm a list of other possible resources or responses that could be used to respond to domestic violence.
 - **Scripted Code**
 - Ask for volunteers to act out the script on domestic violence.
 - Hand out the script to the volunteers.
 - Give the volunteers time to look over the script and rehearse – this may also be done during one of the above activities so that they may practice.
 - Ask the volunteers to perform the script.
-

DISCUSSION POINTS

- What did Jade do right? Why did this not work?
 - Who were her allies?
 - Where else could Jade have looked for support?
-

ADAPTATIONS

Some potential adaptations to this Code activity may include:

- ❖ Assign a part to every person in the group rather than small groups.
 - ❖ Provide participants with the situation and allow them to create characters (see Role Play Activities, page 84). *Note, it is advised to give adequate parameter to the participants if allowing them to create a role play rather than using a script, as this topic should not be considered lightly.*
-

Activity Plan – Codes Example

Domestic Violence “Fishbowl”: Script

Set in a West African context

Five actors

- Narrator
- Jade
- Mama (Jade’s mother)
- Sister (Jade’s sister)
- King’s wife

Narrator: Jade has been married for five years. When she first got married, she and her husband were very happy. They had three children. Two years ago her husband lost his job as a contractor for an oil company; he has been very depressed, and has started staying out late. He now drinks. Last year he started slapping Jade if she served his food late. Now he beats her for no just cause. Jade is now afraid, she avoids him because she does not know what will upset him. She needs advice on what to do.

Jade first of all goes to her mother; she tells her mother the whole story.

Mama: Jade, I’m sorry to hear this. Joseph is a nice man; it is this lack of work that is annoying him. You must support him.

Jade: Mama maybe I should come home for a while.

Mama: No, you can’t. What will people think? That you cannot keep your home? You must bear things. It is your role as a woman to bear things and keep the family together.

Jade: But Mama, he does not talk to me, he acts as if he hates me. I don’t know what will make him angry. **Mama:** Just keep cooking his favorite dishes and try for another baby. Things will get better.

Jade: Okay Mama.

Narrator: Jade is not satisfied. She decides to go to her sister for advice. Her sister is not married. Jade tells her sister the whole story

Sister: Leave him. You have been going through all this and no one knows. Look, you do not have to be married. Your children can stay with Mama.

Jade: Mama says I should stay; she will not take my children. I have no money. I have been giving Joseph the money from my shop sales.

Sister: Look Jade, you can come and stay with me, sell your goods from here. I will help.

Jade: I don’t know. Can I live without him? Who will marry me with three kids?

Sister: Don’t think about that now. Just leave. I’ll help

Activity Plan – Codes Example

Narrator: Jade is still not sure. She has received two completely different pieces of advice. She decides to go the King's wife who is the head of the women in the community to ask for her advice

King's wife: Jade I'm sorry to hear that. These men! But my dear, that is marriage. If things are good you enjoy, if things are bad you suffer. Bear with him, men don't come easy. Do you want to be another man's second or third wife? At least he married only you. You should be thankful for that.

Jade: But my sister said I should leave him that I can manage on my own.

King's wife: I'm sorry to say this Jade, but what did you expect your sister to say. She is not married, she is probably jealous that you have a man. Look, bear it and keep doing things he likes. He'll change.

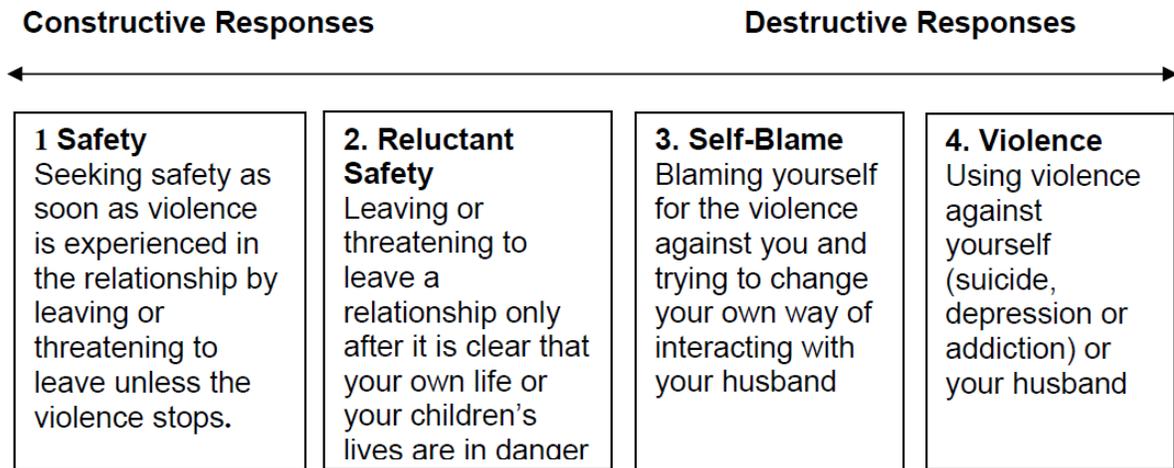
Narrator: Jade leaves and goes back to Joseph's house. One week later, Joseph comes home drunk and finds that his shirts are not washed. He picks up an iron pole and starts to beat Jade, she tried explaining that she has been busy with the children and cooking all day, he refuses to listen. She slumps on the ground. He panics and runs away, neighbors come to the scene. Jade is rushed to the clinic...She is DEAD on arrival. She died of a fatal blow to the skull.

She tells the King's wife the same story.

Activity Plan – Codes Example

Domestic Violence “Fishbowl”: Understanding Responses to Domestic Violence

What are women’s choices when they experience domestic violence?



Why Do Women Stay in Domestic Violence?

Many women do not seek help or safety when they suffer from domestic violence. This list provides some of the reasons women do not seek assistance.

Self-Blame

Most children grow up with the belief that “bad things happen to bad people.” When women are abused, many believe that they must have done something wrong to deserve the punishment. Women may blame themselves for causing the battering. Men and other women may contribute to this by suggesting that if the wife cleaned house better, cooked better or faster, kept away from other men, or kept the children quiet, for example, then she would not be beaten. In reality, there are no excuses for wife battering. All issues or problems between men and women can and must be addressed without violence.

Confusion between Violence and Love

Many parents discipline their children with violence through spanking and slapping. Parents often tell children “I am doing this because I love you and I want you to grow up with good behavior.” Children get the message that violent punishment is a form of love. Some women think that being battered is an expression of love or care for them.

Violence as Attention

Some women see the abuse from their partners as a form of attention. Some research suggests being ignored or neglected is experienced as a severe form of psychological violence. Rather than being ignored, some women prefer to have men act jealous and violent against them because they think it is a way the man is paying attention to them.

Family Pride and Honor

A woman may disgrace her family if she reports domestic violence. Acknowledging that there are problems within a family is sometimes seen as bringing shame to the family. In order to protect the

Activity Plan – Codes Example

reputation of the woman's larger family network, she may choose to keep silent about domestic violence.

Women as Passive and Nurturing

Women are taught to be passive and nurturing. When women are in violent relationships, they may feel that they have to be quiet in response to abuse. Some women will feel responsible for taking care of the family relationships, so they will stay in a violent home and to show that they are a "good wife."

Violence and Isolation

The more problems such as violence, drug-abuse, and incest that a family experiences, the more likely the family will be isolated from their relatives and community. The more isolated a family is from other support networks, the more the problems will increase. If a woman is economically dependent on her husband and isolated, she may feel stuck in the situation.

Threat of Increased Violence

If a woman reports on domestic violence or seeks help from others, her spouse may seek revenge and threaten her with even more violence. She may keep quiet to protect herself and her children.

Coping Mechanisms

Women may try to forget about violence against them because to identify it may cause too much stress or pain. Women may also minimize the abuse and claim that it isn't affecting them emotionally or physically even if it is. Denying the reality or severity of abuse also occurs in some women.

Society's Lack of Resources and Responses

Many women are unable to identify and address violence against themselves because of a lack of resources, social support, legal remedies, employment opportunities or resources to support their children. If a woman believes that nothing will be done to address the violence if she reports it, then there is no reason for her to seek help.

Lack of Information about Options

Some women are unaware of programs such as domestic violence shelters in their communities.

Activity Plan – Collective Drawing

**ACTIVITY
NAME**

Collective Drawing

TIME 1-2 hours

OBJECTIVES

The purpose of a Collective Drawing activity is to allow participants to collaboratively illustrate based on a topic or issue. This activity can be utilized as a team building exercise, to demonstrate listening and communication skills, as a storytelling device, to aid in recall of a story or case study, to integrate knowledge of a community into an activity, to illustrate personal feelings or experiences, and more.

Collective Drawing activities may include objectives such as:

- Arrange
- Construct
- Create
- Demonstrate
- Develop
- Draw
- Illustrate
- Label
- Locate

**TARGET
AUDIENCE**

- Community
- NGO
- Government Agency
- Workshop Participants
- *Others as identified*

**MATERIALS
& PREPARATION**

- ✓ Flipchart paper (smaller paper if flipchart is not available)
- ✓ Markers or chalk

PROCESS

- Divide participants into groups of 3-5.
- Provide each group with a sheet of flipchart paper and colored markers.
- Ask the participants to collaborate on an illustration representing the topic or issue. Some ways this activity may be used include:
 - Provide a group leader with an image and ask them to describe the image to the participants to draw with restrictions (for example, provide an image of a triangle but do not allow the participants to say “triangle” or any synonyms for “triangle”) – this activity is often used to illustrate communication and listening skills.
 - Read a case study or story illustrating a topic and ask participants to illustrate the case study or story as an aid in memory.
 - Ask participants to draw a picture representative of a personal issue, memory, experience, or feeling of a topic.
 - Ask participants to draw key topics or areas as related to the community.
- After the participants finish their drawings, ask them to share with the larger group and discuss.

**DISCUSSION
POINTS**

- *Discussion questions as related to the topic*

ADAPTATIONS

Some potential adaptations to a Collective Drawing activity may include:

- ❖ Ask participants to use different colors to represent different things.
- ❖ Allow participants to create their drawing individually.
- ❖ Use a large sheet of butcher paper and allow the entire group to participate on the same drawing.

Activity Plan – Collective Drawing Example

ACTIVITY NAME	Collective Drawing Example: Drama by the River	TIME	1-2 hours
OBJECTIVES	<p><i>Adapted from an activity provided by the Florida Natural Resources Leadership Institute University of Florida - IFAS Extension/FRE</i></p> <ol style="list-style-type: none"> 1. Discuss the difference between values and perceptions. 2. Discuss how our personal histories influence our beliefs and reactions. 3. Discuss how our beliefs of gender norms and expectations influence our perceptions. 		
TARGET AUDIENCE	<ul style="list-style-type: none"> <li style="width: 50%;">• Community <li style="width: 50%;">• Workshop Participants <li style="width: 50%;">• NGO <li style="width: 50%;">• <i>Others as identified</i> <li style="width: 50%;">• Government Agency 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Flipchart paper ✓ Markers ✓ Ranking handout 		
PROCESS	<ul style="list-style-type: none"> • Divide participants into groups of 4-6. • Provide each group with a sheet of flipchart paper and colored markers. • Explain to participants that as you read the story they will illustrate what is happening on the flipchart paper as a group. One drawing for each group. • Read the story text, allowing participants a few moments to draw each part: <p>This is a human drama . . . a story conflict and human failing, much like you'd see in a television “reality show”. As you'll see, it even has some of the same elements.</p> <p>Our drama takes place, as you might expect, by the banks of the river. Draw in the river. As it happens, the river is teeming with voracious piranha so you might draw in a few of those.</p> <p>On one side of the river live three of the characters in our drama . . . three people much like you or me: Abigail, Abigail’s mom, and Luther. Each lives in his or her own hut; draw in the huts and label.</p> <p>On the other side of the river live Fred (Abigail's fiancé) and Roger. Again, each has his own hut so draw in and label the huts.</p> <p>Now . . . what good is a fiancée on the other side of the river, you might very well be asking yourself. As we prepare to start our story there is a bridge over the river. Draw in the bridge.</p> <p>So the scene is set. As the curtain rises on our little drama a great storm is raging. Fierce winds and pounding water destroy the bridge. Cross out the bridge.</p> <p>What are Fred and Abigail to do? As it happens, Luther has a boat. Draw in the boat.</p>		

Activity Plan – Collective Drawing Example

Abigail goes to Luther . . . asks if he will row her across the river to be with Fred.

Now we come to the soap opera part . . . Luther tells Abigail she must sleep with him in exchange for a ride across the river.

Abigail's dilemma: she loves Fred and wants to be with him . . . on the other hand, to sleep with Luther is against her values for various reasons.

Abigail goes to her mom for advice.

Mom says, "I know what I'd do in your situation, but this must be your Decision; I can't advise you."

Much soul searching. Time passes. Abigail misses Fred so much she'll do anything to be with him. Abigail sleeps with Luther. True to his word he rows her across the river. She and Fred are reunited. Joy.

But later that night . . . Guilt. . . Confession.

Fred is outraged, he feels betrayed. In self-righteous indignation he throws Abigail out into the night; out into the pouring rain.

Abigail is desolate, alone, afraid. With nowhere else to turn she goes to Roger's hut.

He takes her in.

Abigail tells Roger what happened. Learning that Fred threw her out, Roger becomes outraged. He goes to Fred's hut and beats him nearly senseless.

- Explain to participants that there are five characters in our drama. We want to know who has behaved the “worst.” In fact, we want all five ranked according to how badly they have behaved. Using "5" for worst behavior, "4" for next worst and so on. Ask participants to silently and individually rank the characters in the boxes under Run 1.
- Once the participants are finished, ask them to come to consensus in their groups on behavior ranking for the characters. There must be a consensus in the group, not majority rule. In other words, the participants must come to an agreement on the rankings. Write the agreed upon rankings under Run 2.
- Once the participants have finished their rankings (or after a set period of time), ask each group to share their rankings from “worst” to “best” and record in the front of the room.
- Proceed to discussion questions

DISCUSSION POINTS

Gender Questions

Did gender norms and expectations influence your rankings? How and why?

Activity Plan – Collective Drawing Example

- How would you have ranked your participants differently if it had been Fred who had slept with a woman in order to cross the river?
- How old was Abigail? Luther? What if Abigail was 17? 40? What if Luther was 21? 45? What if Abigail was “Albert”, a gay relationship? Would these details change your rankings? How/why? What if Luther and Abigail’s Mom had once been lovers? How do our perceptions of gender influence these rankings?
- How do our personal histories affect our beliefs and reactions? How does gender play into this? (Ex. Partner who cheated, strong relationship w/ mother, has experienced physical violence, etc.)
- How does this exercise inform our understanding of values and perceptions? Of decision-making? Of how our gender norms and expectations influence our perceptions?

Conflict and Consensus Questions

- *If a group did come to consensus:* How did you come to consensus?
- *If groups did not come to consensus:* How did you come to consensus on the items that you agreed upon? What happened on the items that you could not come to consensus on?
- Who “gave in”, why?
- Were there any groups where the participants ranked the same person as a 1 and a 5? Why did you rank so differently? Were you able to come to consensus on that person?
- Why was consensus so difficult? Discuss criteria: moral, social, fairness, etc.
- How do values and positions impact opinions vs. facts, interests and solutions.

ADAPTATIONS

Some potential adaptations to this activity may include:

- ❖ Only focus on the gender questions.
 - ❖ Modify the story to include more gender components as needed.
 - ❖ Depending on setting and timing, additional runs can be done. For example, one group could do first consensus exercise, then recombine players to see whether those who had made public commitments to positions were less willing to change in later runs than players who hadn’t.
-

Activity Plan – Collective Drawing Example Handout

Drama by the River Handout: Ranking Sheet

	Run 1	Run 2	Run 3
Abigail			
Mom			
Luther			
Roger			
Fred			

	Run 1	Run 2	Run 3
Abigail			
Mom			
Luther			
Roger			
Fred			

	Run 1	Run 2	Run 3
Abigail			
Mom			
Luther			
Roger			
Fred			

Activity Plan – Community Mapping

ACTIVITY NAME	Community Mapping	TIME	1-2 hours
OBJECTIVES	<p>The purpose of a Community Mapping activity is to individually or in groups draw a map of the community (or part of it) on a large sheet of paper (or draw onto a smaller sheet if unavailable) and use the drawing to indicate places in the community related to a specific topic such as: agriculture, species, important locations, watersheds, homes, or other.</p> <p>Community Mapping activities may include objectives such as:</p> <ul style="list-style-type: none"> <li style="display: inline-block; width: 30%;">• Create, <li style="display: inline-block; width: 30%;">• Illustrate <li style="display: inline-block; width: 30%;">• Locate <li style="display: inline-block; width: 30%;">• Demonstrate <li style="display: inline-block; width: 30%;">• Indicate <li style="display: inline-block; width: 30%;">• Map <li style="display: inline-block; width: 30%;">• Identify <li style="display: inline-block; width: 30%;">• Label <li style="display: inline-block; width: 30%;">• Sketch 		
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • <i>Others as identified</i> 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Flipchart paper (smaller paper if flipchart is not available) ✓ Markers or chalk 		
PROCESS	<ul style="list-style-type: none"> • Divide participants into groups of 3-4. • Provide each group with a sheet of flipchart paper and various colored markers. • Ask the participants to draw a map of the community and illustrate on the map that which is related to the topic. Some possibilities include: <ul style="list-style-type: none"> ○ Agriculture: crops, eroded areas, watersheds, gendered knowledge of species, etc. ○ Environment: species, hotspots, sightings, etc. ○ Community: important locations, roads, resources, etc. ○ Gender: empowered or disempowered spaces, areas where men and women are or are not able to go, etc. • When the participants finish their maps, ask them to share with the other groups. Ask questions as related to what each group presented in their map. 		
DISCUSSION POINTS	<ul style="list-style-type: none"> • <i>Discussion questions as related to the topic</i> 		
ADAPTATIONS	<p><i>Some potential adaptations to a Community Mapping activity may include:</i></p> <ul style="list-style-type: none"> ❖ Ask participants to use different colors to represent different things. ❖ Provide a map of the community in advance and ask the participants to fill in areas as related to the topic of interest. ❖ Provide participants with pre-prepared images and ask them to place them on the community map (drawn by the participants or provided). 		

Activity Plan – Community Mapping Example

ACTIVITY NAME	Community Mapping Example: Empowered or Disempowered Spaces and Places	TIME	1-2 hours
OBJECTIVES	<ol style="list-style-type: none"> 1. Identify and map places in the community where a man/woman feels empowered or disempowered. 2. Analyze and discuss why there are places in the community where men/women feel empowered or disempowered. 		
TARGET AUDIENCE	<ul style="list-style-type: none"> <li style="width: 50%;">• Community <li style="width: 50%;">• Workshop Participants <li style="width: 50%;">• NGO <li style="width: 50%;">• <i>Others as identified</i> <li style="width: 50%;">• Government Agency 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Flipchart paper (smaller paper if flipchart is not available) ✓ Markers or chalk 		
PROCESS	<ul style="list-style-type: none"> • Divide participants into groups of 3-4. • Provide each group with a sheet of flipchart paper and various colored markers. • Ask the participants to draw a map of the community and illustrate on the map areas that they find are personally empowering and disempowering. • When the participants finish their maps, ask them to share with the other groups. 		
DISCUSSION POINTS	<ul style="list-style-type: none"> • <i>Note: As this activity may elicit sensitive discussion among the small groups, the facilitator should ask for volunteers to share.</i> • Ask questions as related to what each group presented in their map. • What do we notice about spaces that are empowering or disempowering for men versus women? • Why do we find that some spaces are empowering for women or men and not for both? What does this mean for the men and women in the community? • How can we foster spaces and places in the community that are welcoming for men and women? • How should a community address disempowered spaces and places? 		
ADAPTATIONS	<p><i>Some potential adaptations to a this activity may include:</i></p> <ul style="list-style-type: none"> ❖ Separate groups based on gender. ❖ Ask participants to use different colors to represent empowered and disempowered spaces and places. ❖ Ask participants to indicate places of empowerment and disempowerment with a sun or a moon depending on if it occurs during the day or night. ❖ Provide a map of the community in advance and ask the participants to fill in. 		

Activity Plan – Debates

ACTIVITY NAME	Debates	TIME	30 minutes – 1 hour
OBJECTIVES	<p>The purpose of a Debate activity is to encourage participants to think critically about a topic, if they agree with it or not, and to formulate arguments in support and in critique of arguments. Debates typically require that the participants are familiar enough with the topic to be able to formulate arguments and positions.</p> <p>Debate activities may include objectives such as:</p>		
	<ul style="list-style-type: none"> • Argue • Critique • Debate • Defend • Examine • Explain • Prepare • Question • Support 		
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • <i>Others as identified</i> 		
MATERIALS & PREPARATION	<p>✓ <i>Materials as needed</i></p>		
PROCESS	<ul style="list-style-type: none"> • Divide participants into groups to represent each side of the debate topic. • Explain that the groups will be engaging in a debate, where the object is to represent the arguments supporting their “side” and critiquing the arguments supported by the “other side.” <ul style="list-style-type: none"> ○ When possible, encourage participants to rely on information they have learned in the workshop or other reliable sources. ○ The facilitator may want to establish “rules of conduct” if the debate is likely to become heated such as: <ul style="list-style-type: none"> ▪ Time limits for each side ▪ Sides must wait quietly until their turn to speak or rebut ▪ No inflammatory language or remarks ▪ Points may be in disagreement but should be respectful • Allow groups time to discuss their side and form their arguments. • When groups are prepared or when a set time is up, ask participants to sit on opposite sides of the room facing one another. • Allow a representative from each group to make an “opening statement.” • After the opening statements allow each group to rebut, make new points, or ask questions of the other “side” in turns. • Continue for a set amount of time or until the debate reaches a clear end. 		
DISCUSSION POINTS	<ul style="list-style-type: none"> • <i>Discussion questions as related to the topic</i> 		
ADAPTATIONS	<p><i>Some potential adaptations to a Debate activity may include:</i></p> <ul style="list-style-type: none"> ❖ If there are dominant voices in the group: <ul style="list-style-type: none"> ❖ Divide participants into smaller groups (3-4) to plan for the debate, and then bring them back into the larger group that represents their “side.” 		

Activity Plan – Debates

-
- ❖ Use a “matchstick” discussion method to encourage all participant’s participation, page 72
 - ❖ Allow a panel of participants to argue rather than an entire group in a “fishbowl” style with observers.
 - ❖ Allow one person at a time to argue with participants rotating in and out.
-

Activity Plan – Debates Example

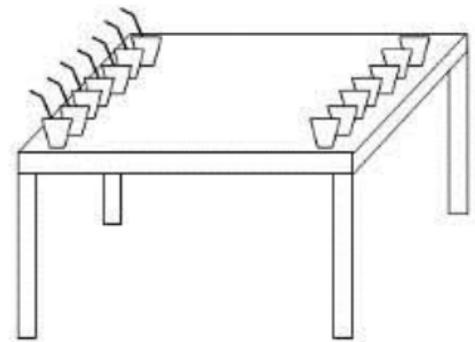
ACTIVITY NAME	Debate Example: “My organization is a male/female organization”	TIME 45 minutes
OBJECTIVES	<p>Reproduced from the Oxfam Gender Training Manual (Williams, Seed, & Mwau, 1994)</p> <ul style="list-style-type: none"> • Discover gendered contradictions and complexities in the structure of an organization. • Discuss how gendered organizational contradictions and complexities are reflected in society and in our daily lives. 	
TARGET AUDIENCE	<ul style="list-style-type: none"> <li style="width: 50%;">• Community <li style="width: 50%;">• Workshop Participants <li style="width: 50%;">• NGO <li style="width: 50%;">• <i>Others as identified</i> <li style="width: 50%;">• Government Agency 	
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Two chairs 	
PROCESS	<ul style="list-style-type: none"> • Divide the participants into two teams. One team has to hold the view that 'My organization is a male organization'. The other team has to hold the view that 'My organization is a female organization'. Give each team ten minutes to prepare their arguments. Tell the teams to consider staff, volunteers, and the program, and look at issues of position, power and status in the hierarchy. • Give the participants 15 minutes to prepare their arguments. • Meanwhile, arrange two chairs in the center of the room facing each other. (This is a 'fishbowl' debate.) • Ask each team chooses one representative to start the debate, sitting on the chairs. • When the person on the chair has made their point, or when another member of their team feels they want to take over, the team member taps the person sitting on the chair on the shoulder. The team member then takes their place and the debate continues. This changing over of places must be done quickly in order to keep the discussion lively. A number of people should have the chance to put forward their views. • Continue for 15-20 minutes. 	
DISCUSSION POINTS	<p><i>Note: The terms 'male' and 'female' rather than 'gender-aware' are used deliberately to enable people to look at all aspects of the organization.</i></p> <ul style="list-style-type: none"> • At the end of the debate, discuss with the participants how they found the exercise, and whether any new information came out. Ask them how easy or difficult it was to think up arguments to support their position, and to rebut the arguments that the other team were putting forward. 	
ADAPTATIONS	<p><i>Some potential adaptations to this activity may include:</i></p> <ul style="list-style-type: none"> ❖ Allow a panel of participants to argue rather than one person at a time. ❖ Allow the entire group to argue rather than one person at a time. 	

Activity Plan – Demonstrations

ACTIVITY NAME	Demonstration	TIME	15 – 45 minutes
OBJECTIVES	<p>The purpose of a Demonstration activity in the context of this manual is to demonstrate something to participants that may be too complex to do through another participatory activity. While typically not considered a participatory activity, by including participants in as many roles as possible and by creating a “fishbowl” with guided observation questions, the participants can become directly engaged in a demonstration activity rather than being passive observers.</p> <p>Demonstration activities may include objectives such as:</p>		
TARGET AUDIENCE	<ul style="list-style-type: none"> • Demonstrate • Describe • Evaluate • Hypothesize • Identify • Interpret • Judge • Predict • Recognize 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • <i>Others as identified</i> 		
PROCESS	<p>✓ Materials for demonstration</p> <p>Set up the demonstration with materials as needed.</p> <ul style="list-style-type: none"> • Provide roles in the demonstration for as many participants as possible. Explain each participant’s role as necessary. • For those participants who do not have a role in the demonstration, ask them to serve as observers to the process (like watching a fishbowl). A set of guiding questions will assist the observers in their observations. • Run the demonstration activity with all participants performing their roles in the demonstration or as “fishbowl” observers. • After the demonstration proceed to a discussion about what the “fishbowl” observers saw and any other questions related to the topic. 		
DISCUSSION POINTS	<ul style="list-style-type: none"> • <i>Discussion questions as related to the demonstration</i> 		
ADAPTATIONS	<p><i>Some potential adaptations to a Demonstration activity may include:</i></p> <ul style="list-style-type: none"> ❖ Assign a role in the demonstration to every person in the group. ❖ Instead of a “fishbowl” observation, assign participants to “teams” to root for the demonstration participants (if appropriate). 		

Activity Plan – Demonstration Example

ACTIVITY NAME	Demonstration Example: Birds and Cows	TIME 20-30 minutes
OBJECTIVES	<p>From the manual “Cultivando Cambios: Mujeres en Agricultura y Desarrollo, Guía de la Conferencia” Peace Corps, Honduras</p> <ol style="list-style-type: none"> 1. Discuss the difference between equity and equality 2. Discuss gender differences in access to resources. 	
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • <i>Others as identified</i> 	
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Bird and Cow mask printouts – at least 4 of each ✓ Large rubber bands or elastic cords ✓ Scissors ✓ Tape and/or stapler ✓ Paper or plastic cups – enough for each mask ✓ Potable water – enough for each cup ✓ Straws – enough for half of the masks <p>Cut out the bird and cow masks and use the large rubber bands or elastic cords to create a mask.</p> <p>Set up a table with cups of water on each side of the table. The cups for the cow masks should be on one side and the bird masks on the other side. There should be an equal number of cups on each side of the table. On one side of the table add straws to the cups (although it is more effective to add the straws at the last moment).</p>	
PROCESS	<ul style="list-style-type: none"> • Ask for (at least) eight volunteers and divide the volunteers into two groups. • Hand out the masks and ask half of the groups to put on a “cow” mask and half of the group to put on a “bird” mask. • Ask the “cows” to stand on one side of the table and the “birds” to stand on the other side. • Explain to the participants who are NOT in the demonstration that they are responsible for observing what happens in activity in order to explain it afterwards. • Add the straws to the “bird” side of the table. The “cow” side should have no straws. • Ask the participants on the “cow” side to demonstrate how a cow would drink water (no hands) and then repeat for the bird side. • Explain that the object of the activity is for the cows and birds to race to drink the water in their cup as fast as possible. • Give the groups a cue to start at the same time (similar to “ready, set, go!”). • After the groups finish (the birds should win as they have the straws) ask the participants to recount what they saw. 	



Activity Plan – Demonstration Example

DISCUSSION POINTS

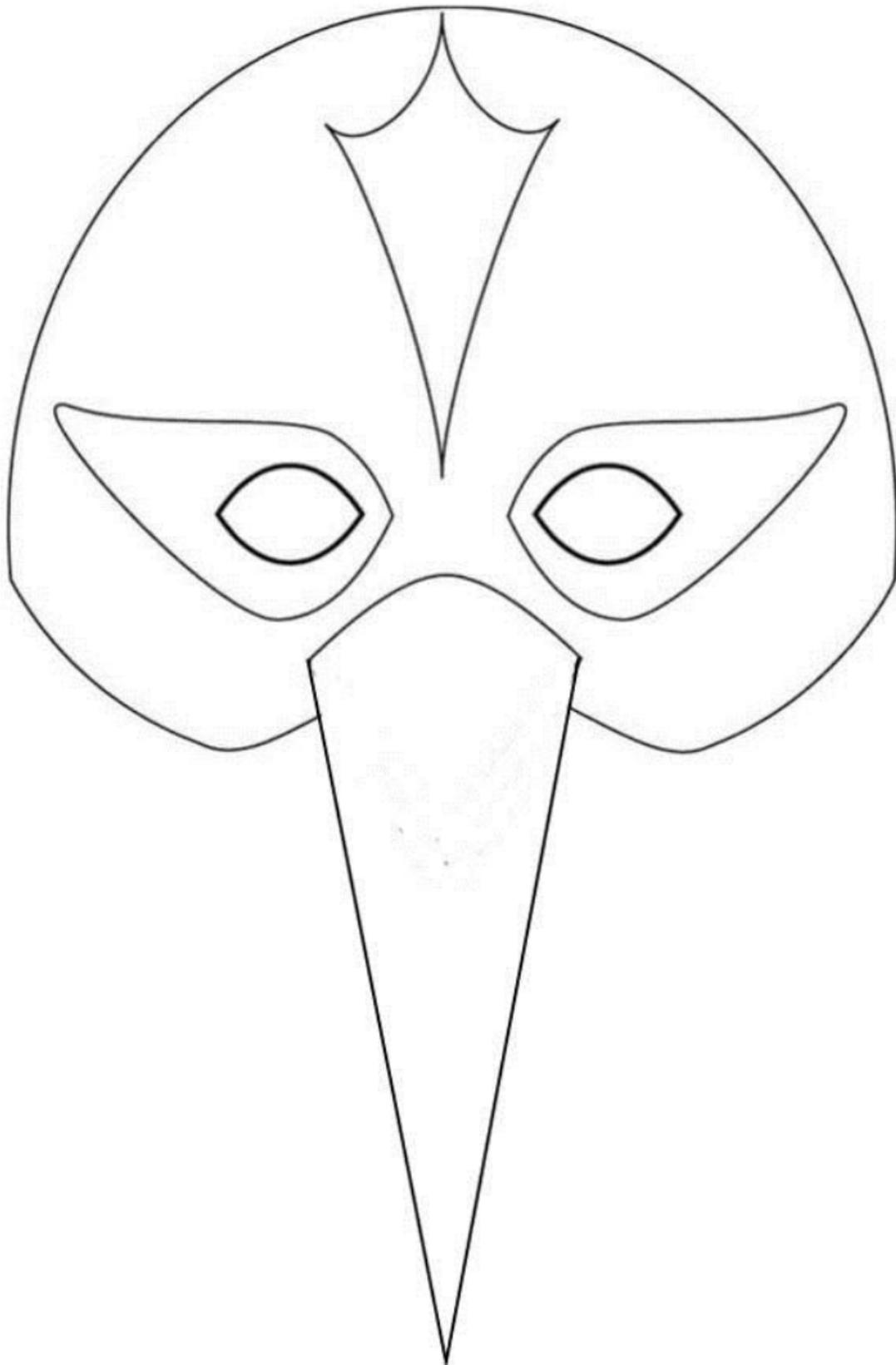
- Did the two groups have access to the same resources and opportunities? How did this affect the outcome of the race?
 - How does this activity relate to the topic of gender?
 - What is the difference between equity and equality?
-

ADAPTATIONS

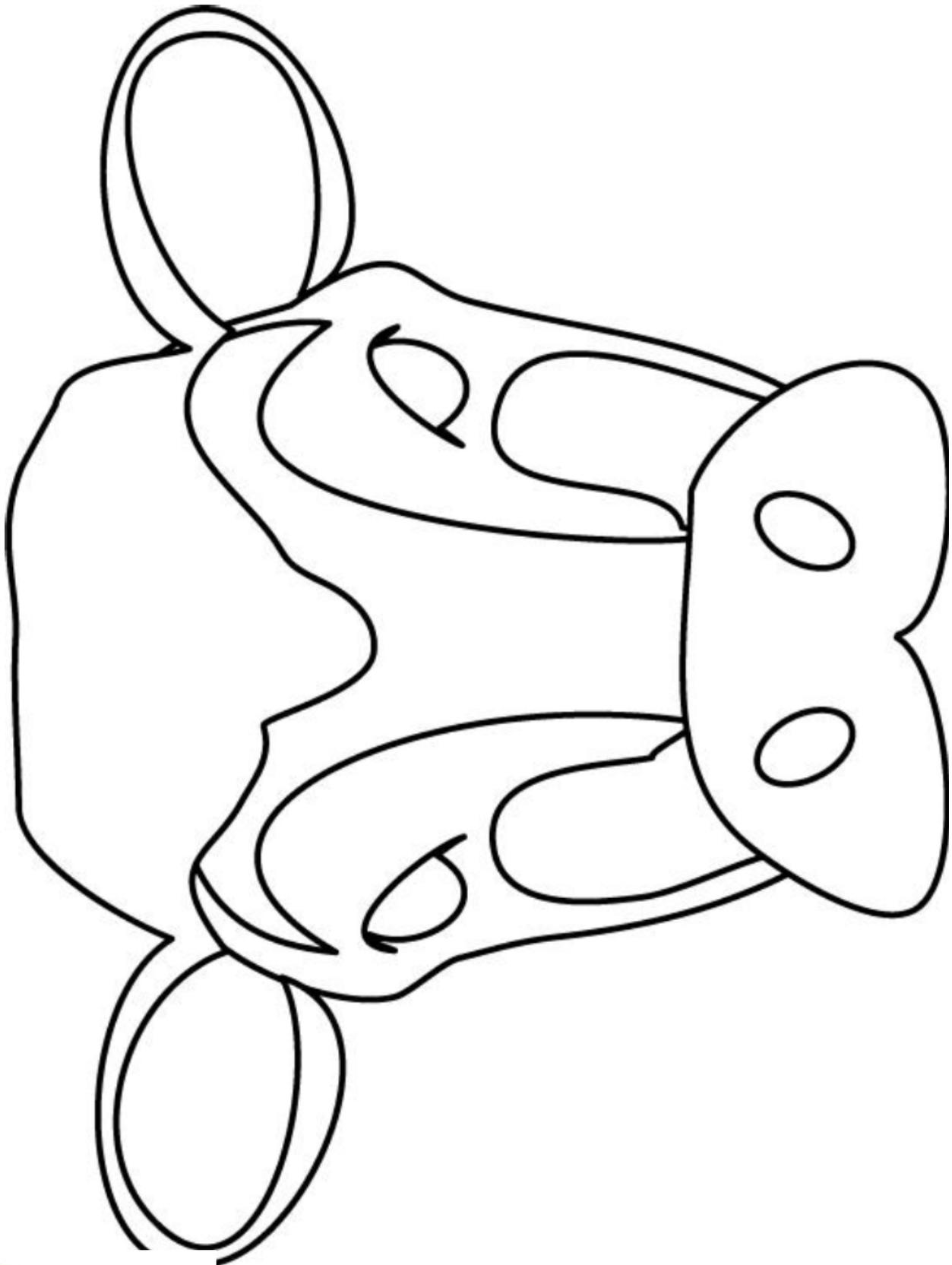
Some potential adaptations to this activity may include:

- ❖ Assign a role in the demonstration to every person in the group. This may require using multiple tables.
 - ❖ Instead of a “fishbowl” observation assign participants to “teams” to root for the cows or the birds.
-

Activity Plan –
Demonstration Example
Bird Mask



Activity Plan –
Demonstration Example
Cow Mask



Activity Plan – Group Discussion

**ACTIVITY
NAME**

Group Discussion

TIME 15 minutes – 2 hours

OBJECTIVES

The purpose of Group Discussion is to provide participants with an opportunity to provide insight; personal thought, feelings, emotions, ideas; to collaboratively analyze or evaluation a situation, and more. Group discussion is a common way to process an activity after it has occurred or lead into an activity. It can also serve as a standalone activity.

Group Discussion activities may include objectives such as:

- | | | |
|------------|------------|---------------|
| • Analyze | • Discuss | • Rationalize |
| • Defend | • Explain | • Relate |
| • Describe | • Identify | • State |

**TARGET
AUDIENCE**

- | | |
|---------------------|-------------------------------|
| • Community | • Workshop Participants |
| • NGO | • <i>Others as identified</i> |
| • Government Agency | |

**MATERIALS
& PREPARATION**

As needed:

- ✓ Matchsticks (or similar)
- ✓ Object to pass around (totem)
- ✓ Masking Tape
- ✓ Markers
- ✓ Butcher’s paper or flipchart paper

PROCESS

Note: There are many ways to run discussion and there are pros and cons to each method. Many of the methods described below are adapted from Democratic Dialogue – A Handbook for Practitioners (Pruitt and Thomas, 2007). The processes described below range in group size from whole-group to pairs and can be adapted based on the cultural context. The discussion formats outlined below are: Unstructured Whole Group, Circle Process, Speed Dating, Waterfall, Matchstick, Graphic Facilitation, Theatre of the Oppressed, Unstructured Small Group, and Buzz Groups.

Unstructured Whole Group Discussion

- Ask participants to form a circle (with or without chairs).
- Provide participants with a prompt or question to begin discussion.
- If necessary, ask participants to raise their hand before speaking to help facilitate the conversation, or allow participants to speak at will.
- In this model the onus is on the facilitator to moderate the discussion.

Circle Process

- The Circle Process is a small group dialogue designed to encourage people to listen and speak from the heart in a spirit of inquiry. By opening and closing the circle with a simple ritual of the group’s choosing, using a talking object, and inviting silence to enter the circle, a safe space is created wherein participants can be trusting, authentic, caring and open to change. These are also referred to as a council process, wisdom circle, listening circles or talking

Activity Plan – Group Discussion

circles, common among indigenous peoples of North America (Pruitt and Thomas, 2007, p. 215).

- Ask participants to sit in a circle (with or without chairs).
- *Note: an icebreaker activity or as the description states “simple ritual” is helpful here.*
- Explain that in this format of discussion only one person may speak at a time, and that person will be in possession of a totem that signifies it is their opportunity to speak. The person with the totem may take as long as they wish to formulate their thoughts and speak, with the expectations that the others will remain silent and attentive.
- After the person speaks, they pass the totem to the next person in the circle. Repeat until all participants have had an opportunity to speak.
- Adaptations
 - After each person speaks they put the totem in the middle of the circle for the next person who wishes to speak OR passes the totem to a person who raises their hand to speak.

“Speed Dating” Discussion

- Speed dating is a rapid discussion format in which participants spend 1-5 minutes discussing their thoughts on a topic with a partner, and then shifting to the next partner to discuss the same topic until all participants have made it around the speed dating circle. This will end in the participants speaking with at least half of the total participants. This method allows participants an opportunity to speak with many different participants for a short period of time.
 - Divide the group of participants in half, asking the group to form two circles. One circle on the inside and another circle on the outside, with participants in the outside and inside circle facing one another. Chairs may be used.
 - Explain to the participants that they will have [1-5] minutes to speak with the person they are facing on a topic. Each participant should have a turn to speak.
 - After the allotted time, ask the outer circle to stand, move one spot to the right, and sit to repeat the discussion process with the next person in the circle.
 - Repeat this process for a set amount of time or until all participants in the inside and outside circle have had the opportunity to speak with one another.

“Waterfall” Discussion

- A waterfall discussion begins with participants in pairs discussing a topic for a certain amount of time or until they have reached consensus on a topic. Then the pair finds another pair to make a four person group and repeats the process of discussing. This continues with a smaller group joining a larger group until all of the participants are back in the whole group. This method allows for participants to formulate arguments, create ideas, solve an issue, or more while expanding the group to include more viewpoints.
-

Activity Plan – Group Discussion

- Divide participants into pairs.
- Explain that the pairs will speak with one another about the topic for a set period of time or until they reach consensus.
- Ask the pairs to find another pair to join with to create a group of four. Repeat the process of discussion.
- Ask the groups of four to join with another group to form a group of eight. Repeat the process of discussion.
- Repeat until all groups have joined together into the large group.

“Matchstick” Discussion

- The matchstick format of discussion can be used alone or in combination with many of the other methods described. This method of discussion is helpful in situations in which a single or a few participants are dominating discussion, the subject is sensitive, emotional, or potentially volatile, and/or when there are quiet participants who need encouragement to speak.
 - Ask participants to form a circle (with or without chairs).
 - Provide participants with an equal number of matchsticks, depending upon how much time is available for discussion. For example, provide each participant with four matchsticks (or similar item).
 - Explain to participants that for this discussion they must throw a matchstick into the center of the group each time that they speak. Once they run out of matchsticks, they must remain silent for the rest of the discussion.

Graphic Facilitation

- Graphic Facilitation involves the work of a ‘graphic recorder’ who captures the essence of the conversation on large sheets of paper, using colorful images and symbols as well as words (Pruitt and Thomas, 2007, p. 227).
 - Tape a large sheet of paper on a location in front of the group of participants.
 - Ask for a volunteer(s) to be a graphic recorder in charge of capturing the conversation in words, images, and symbols.
 - Proceed with discussion.
 - Adaptations:
 - Allow various participants to be the graphic recorder on flipchart paper and compare at the end of discussion.
 - Have more than one graphic recorder and assign them specific tasks to record (ideas, topics, people, places, feelings, and etcetera.)
 - Have participants take turns (example, 5 minutes) as the graphic recorder.

Theatre of the Oppressed

- The Theatre of the Oppressed (TO) is a method developed in Brazil that uses the language and techniques of interactive theatre to engage the public on key issues related to the core social problems and power structures of their particular communities and society at large. The method involves using theatre to pose a dilemma to the group that ends with a negative outcome.
-

Activity Plan – Group Discussion

Participants are asked to assume the role of one of the actors in order to try to change the outcome. They are invited to imagine new possibilities and solutions, and to try to make them happen in the moment. As a result of the group problem-solving, highly interactive imagining, physical involvement, trust, fun and vigorous interpersonal dynamics, the participants learn how they are a part of perpetuating their own problems and how they can be the source of their own liberation. For further information see <<http://www.theatreoftheoppressed.org>> *Note – this method is similar to Role Play, page 84* (Pruitt and Thomas, 2007, p. 216).

- From theatreoftheoppressed.org:
 - FORUM-THEATRE presents a scene or a play that must necessarily show a situation of oppression that the Protagonist does not know how to fight against, and fails.
 - The spect-actors are invited to replace this Protagonist, and act out - on stage and not from the audience - all possible solutions, ideas, strategies.
 - The other actors improvise the reactions of their characters facing each new intervention, so as to allow a sincere analysis of the real possibilities of using those suggestions in real life.
 - All spect-actors have the same right to intervene and play their ideas.
 - FORUM-THEATRE is a collective rehearsal for reality

Unstructured Discussion in Small Groups

- Ask participants to break into groups of 4-6 participants.
- Provide participants with a prompt or question to begin discussion.
- If necessary, ask participants to raise their hand before speaking to help facilitate the conversation, or allow participants to speak at will.
- In this model the onus is on the facilitator to walk around the room and moderate the discussion as necessary.
- Adaptation
 - Provide groups with flipchart paper and markers to document their discussion through words, images, and symbols. See “Graphic Facilitation” above.

Buzz Groups

- Participants form groups of 2-3 to quickly discuss ('buzz') some aspect of the topic. May use a guiding question to help discussion. Participants may report main points back to the larger group. Buzz Groups are explained in more depth on page 37.
-

DISCUSSION POINTS

- *Discussion questions as related to the topic*
-

ADAPTATIONS

- ❖ *See above*
-

Activity Plan – Puzzles/Ordering

ACTIVITY NAME	Puzzles/Ordering	TIME	15-45 minutes
OBJECTIVES	<p>The purpose of a Puzzling/Ordering activity is to provide participants with an opportunity to demonstrate that they are able to reproduce the steps of a process, the order in which events occur, the parts of a cycle, or other topic that must occur in a specific order. Typically, this activity is presented in a puzzle format where participants are given the steps in a mixed form and are asked to order them correctly.</p> <ul style="list-style-type: none"> • Classify • Identify • Label • List • Name • Order • Select • State 		
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • <i>Others as identified</i> 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Strips of paper with steps (or similar) written or drawn ✓ Markers ✓ Masking Tape 		
PROCESS	<ul style="list-style-type: none"> • Divide participants into groups of 3-4 participants. • Provide participants with strips of paper with steps written or drawn. • Ask participants to work together to put the items in the correct order. • When participants are finished, ask for groups to demonstrate their steps and provide any necessary feedback or corrections. 		
DISCUSSION POINTS	<ul style="list-style-type: none"> • <i>Discussion questions as related to the topic</i> 		
ADAPTATIONS	<p><i>Some potential adaptations to a Role Play/Socio Drama activity may include:</i></p> <ul style="list-style-type: none"> ❖ If participants have low literacy use drawings paired with or in lieu of text. ❖ Turn the activity into a race. Give participants a set amount of time to complete the activity or tell participants that they are in a competition to order the steps correctly first. ❖ Include distractor items that should be removed by the participants. ❖ Include one or more blank slips of paper that the participants must fill in and place in the correct location where they find missing information. ❖ If there are multiple ways to handle an issue through a step-by-step process, mix the items together and ask the participants to separate the slips of paper into the correct set as well as the correct order. 		

Activity Plan – Puzzles/Ordering Example

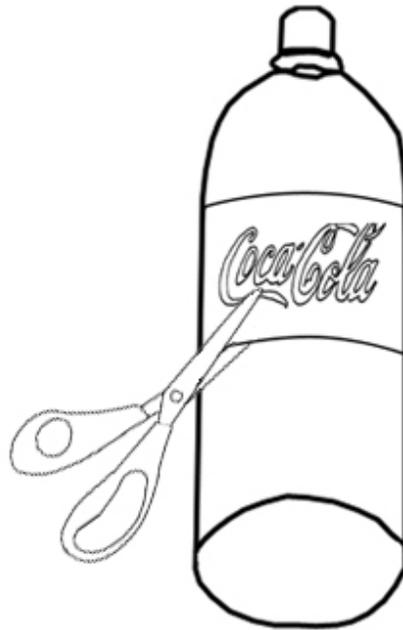
ACTIVITY NAME	Ordering Example: Steps to Purifying Water	TIME	20 minutes
OBJECTIVES	<p><i>Note: As there are not many “steps” to gender processes, this activity is a non-gendered activity on household water disinfection.</i></p> <ol style="list-style-type: none"> List the steps to purifying household water using solar disinfection (SODIS), boiling, and chlorine methods. 		
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • <i>Others as identified</i> 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Strips of paper with steps to purifying water written or drawn ✓ Masking Tape ✓ Flipchart paper (if needed) 		
PROCESS	<ul style="list-style-type: none"> • Divide participants into groups of 3-4 participants. • Provide participants with strips of paper with the steps water purification written or drawn. Combine the steps of all three methods in one envelope in mixed order. • Ask participants to work together to separate the steps into the correct method and put the steps to each method in the correct order. • When participants are finished, ask for groups to demonstrate their steps and provide any necessary feedback or corrections. 		
DISCUSSION POINTS	<ul style="list-style-type: none"> • Which of these methods is the most feasible to use in your home? Why? • Why is it important to purify water? • How do you feel about the taste of each of these methods? Would the taste change your choice to use the method? Which method do you imagine tastes the best for your household? 		
ADAPTATIONS	<p><i>Some potential adaptations to this activity may include:</i></p> <ul style="list-style-type: none"> ❖ Turn the activity into a race. Give participants a set amount of time to complete the activity or tell participants that they are in a competition to order the steps correctly first. ❖ Assign a single method to each group rather than mixing the methods together. ❖ Include distractor items that should be removed by the participants. ❖ Include one or more blank slips of paper that the participants must fill in and place in the correct location where they find missing information. 		

Activity Plan – Puzzles/Ordering Example

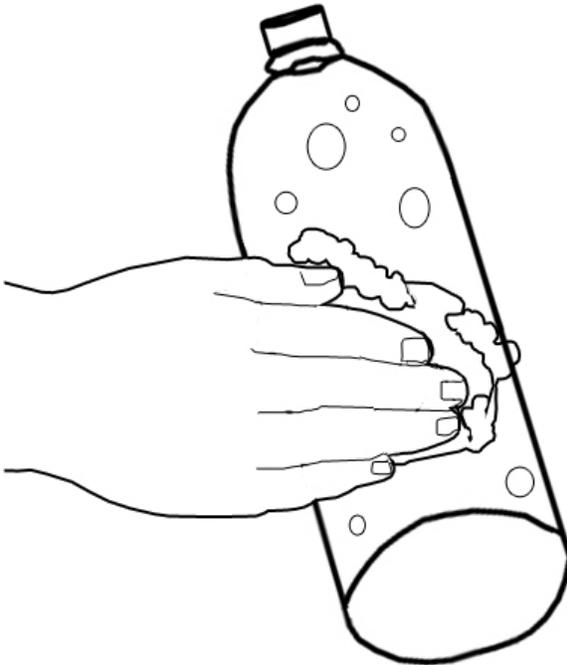
Steps to Purifying Water: SODIS



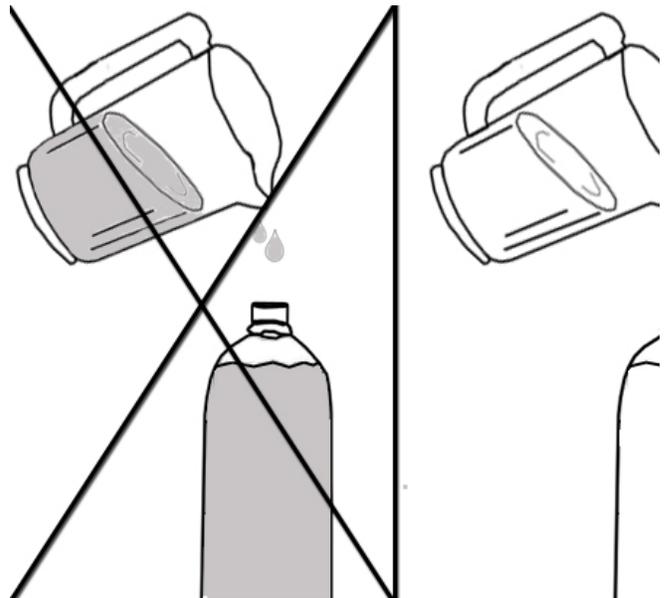
Find a soda bottle (2-3 liters).



Cut off the label.

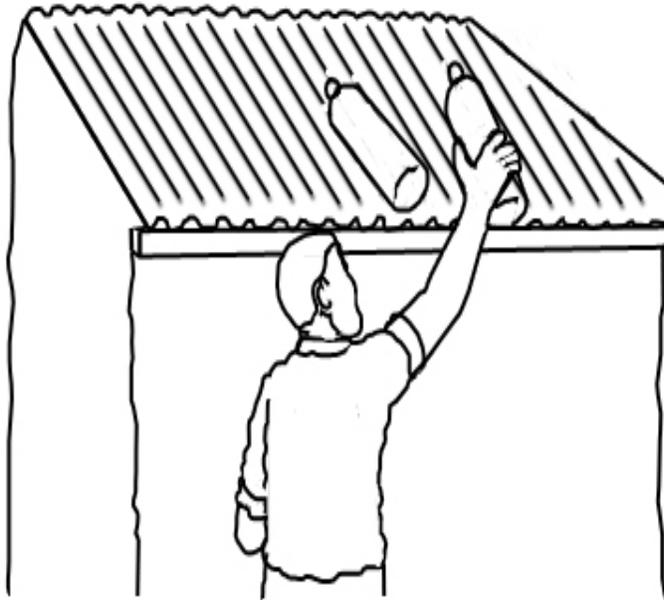


Clean the bottle (inside and outside).

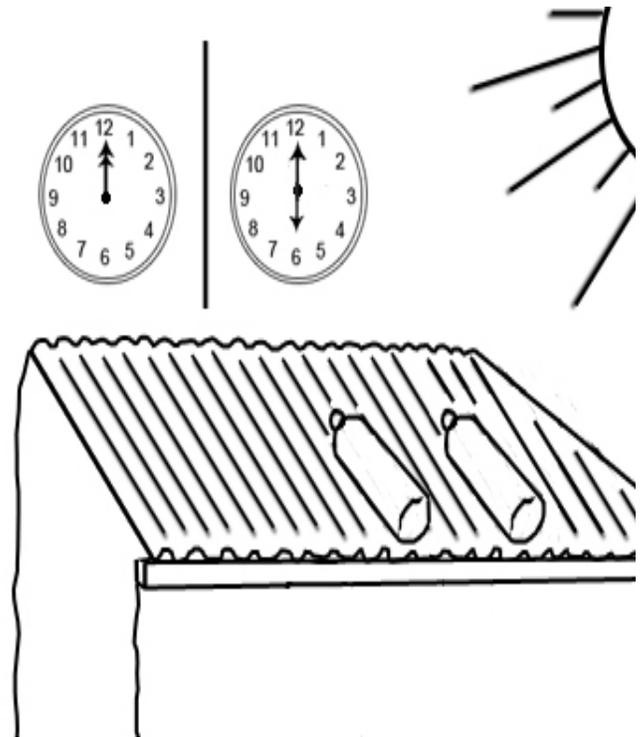


Fill the bottle with clear water.

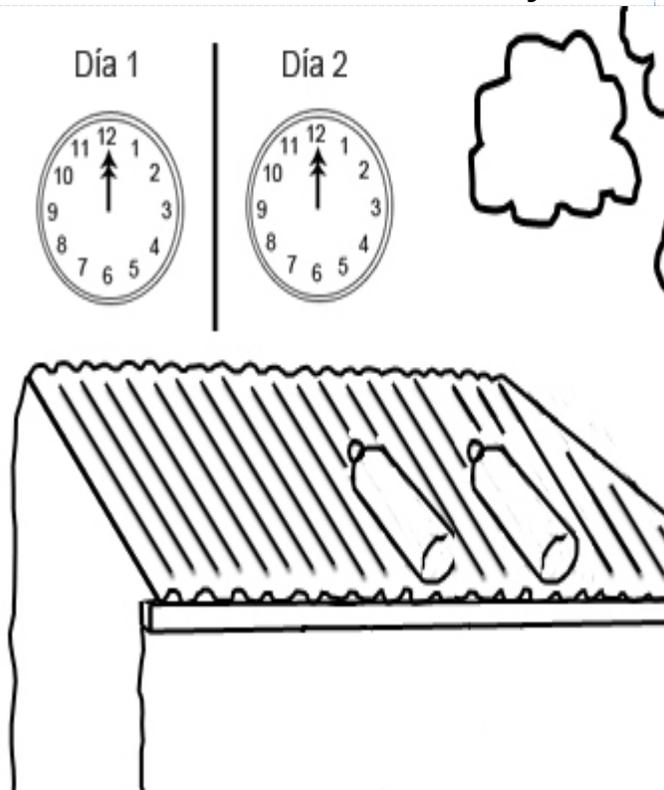
Activity Plan – Puzzles/Ordering Example



Place the bottle on the roof.



Wait 6 hours when there is sun.



Wait 24 hours when it is cloudy.



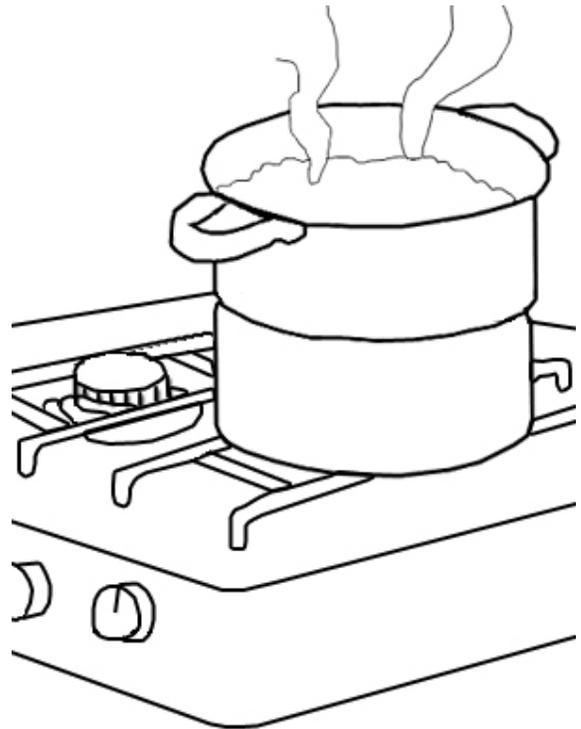
Drink the water.

Activity Plan – Puzzles/Ordering Example

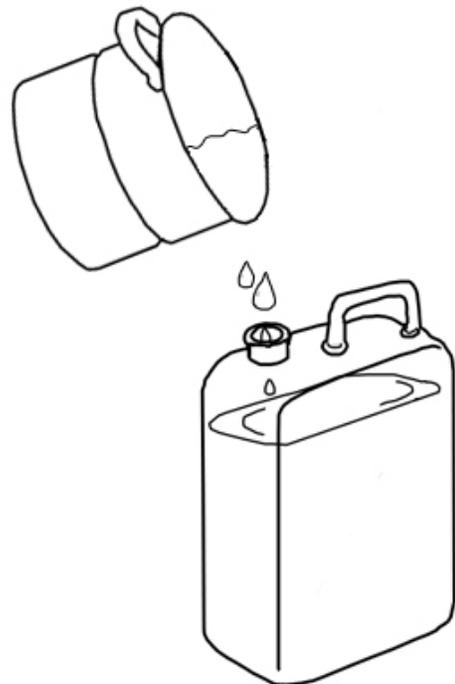
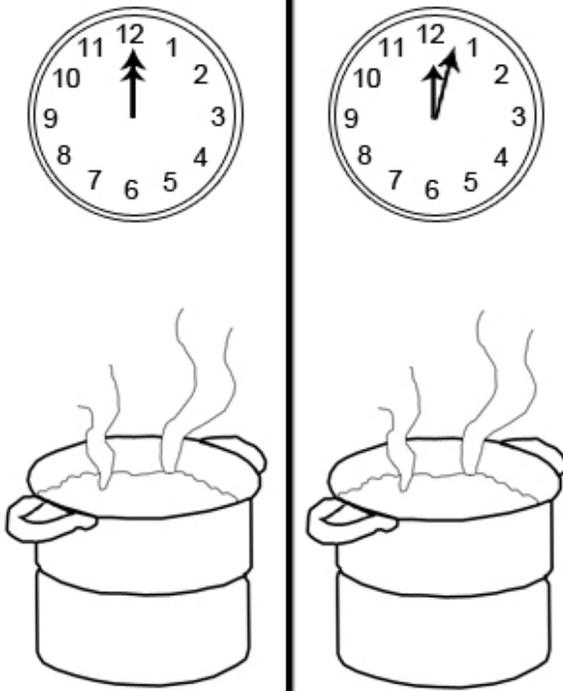
Steps to Purification: Boiling



Pour water into a pot.



Put the pot on a stove.



***Pour the cooled water into a
closed container***

Activity Plan – Puzzles/Ordering Example

Boil the water for 1-3 minutes.



Drink the water.

Activity Plan – Puzzles/Ordering Example

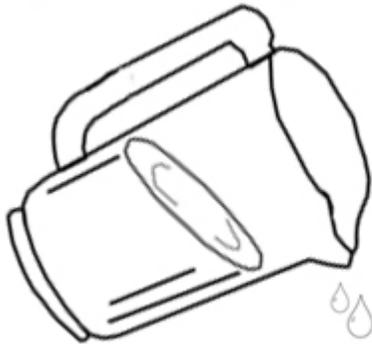
Steps to Purification: Chlorine



Find a soda bottle (2-3 liters).



Clean the bottle (inside and outside)



Fill the bottle with clear water.



Put two drops of water into each liter of water (Magia Blanca brand).

Activity Plan – Puzzles/Ordering Example



Wait 30 minutes.



Drink the water.

Activity Plan – Role Play/Socio Drama

ACTIVITY NAME	Role Play/Socio Drama	TIME	1-2 hours						
OBJECTIVES	<p>The purpose of a Role Play activity is to make attitudes, situations and experiences come to life through experiencing and feeling, done through acting out roles and/or scenarios. Role play can also be used to practice skills. They can be based on real-life cases, or designed to bring out certain roles and attitudes. Role Play is a fairly 'open' technique, allowing the situation to develop once people have their characters and the basic setting established.</p> <p>Role Play/Socio Drama activities may include objectives such as:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">• Act</td> <td style="width: 33%;">• Demonstrate</td> <td style="width: 33%;">• Show</td> </tr> <tr> <td>• Create</td> <td>• Describe</td> <td>• Tell</td> </tr> </table>			• Act	• Demonstrate	• Show	• Create	• Describe	• Tell
• Act	• Demonstrate	• Show							
• Create	• Describe	• Tell							
TARGET AUDIENCE	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">• Community</td> <td style="width: 50%;">• Workshop Participants</td> </tr> <tr> <td>• NGO</td> <td>• <i>Others as identified</i></td> </tr> <tr> <td>• Government Agency</td> <td></td> </tr> </table>			• Community	• Workshop Participants	• NGO	• <i>Others as identified</i>	• Government Agency	
• Community	• Workshop Participants								
• NGO	• <i>Others as identified</i>								
• Government Agency									
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Character descriptions and setting descriptions for participants (if needed) ✓ Props (if desired) 								
PROCESS	<ul style="list-style-type: none"> • Divide participants into groups of people necessary to act out the roles • Provide each group with short character sketches that explain the character that they will act out (see adaptations) • Provide each group with a setting that they may use to set the role play. • Give groups time to plan and practice their role play – the time for this will depend on the complexity of the role play. 15-45 minutes. • Ask groups to reconvene and ask for volunteers to demonstrate their role play while the other participants watch. • Discuss each role play (if appropriate) or wait until all role plays have been demonstrated to discuss. 								
DISCUSSION POINTS	<ul style="list-style-type: none"> • <i>Discussion questions as related to the topic</i> 								
ADAPTATIONS	<p><i>Some potential adaptations to a Role Play/Socio Drama activity may include:</i></p> <ul style="list-style-type: none"> ❖ Assign a role to every person in the group rather than small groups. ❖ Have one group practice and perform the role play and ask the remaining participants observe what is happening. This may require asking the participants to step out of the room and practice during another activity. Guiding questions will help the participants with their observations. ❖ Provide participants with a situation and allow them to create characters. ❖ Provide participants with set characters that they act out as they wish. ❖ Provide participants with a script (see Code Activities). ❖ Describe characters to participants verbally or through a drawing for low literacy audiences. 								

Activity Plan – Role Play/Socio-Drama Example

ACTIVITY NAME	Role Play/Socio Drama Example: Entrenched Beliefs	TIME 1-2 hours
OBJECTIVES	<p>Adapted from the Oxfam Gender Training Manual (Williams, Seed, and Mwau, 1994)</p> <ol style="list-style-type: none"> 1. Demonstrate personal experiences of learning how to “do” gender. 2. Discuss how people develop their beliefs of gender. 3. Analyze personal gender experiences for how they impact an individual. 	
TARGET AUDIENCE	<ul style="list-style-type: none"> <li style="width: 50%;">• Community <li style="width: 50%;">• Workshop Participants <li style="width: 50%;">• NGO <li style="width: 50%;">• <i>Others as identified</i> <li style="width: 50%;">• Government Agency 	
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Resources from the activity “Brainstorming Example: Sex vs. Gender” page 36 ✓ Props (if desired) 	
PROCESS	<ul style="list-style-type: none"> • Begin this activity by facilitating the activity “Brainstorming Example: Sex vs. Gender” on page 36 • After the Sex vs. Gender activity, divide participants into groups of 3-5. • Ask the participants to share an experience (in their groups) of when they first remember “doing” gender or seeing gender in the way that was described by the traits listed in the brainstorming activity. • Ask the participants to then choose one of these stories to role play. • Give groups time to share their stories and to plan and practice their role play – about 20-30 minutes. • Ask groups to reconvene and ask for volunteers to demonstrate their role play while the other participants watch. • Discuss each role play (if appropriate) or wait until all role plays have been demonstrated to discuss. 	
DISCUSSION POINTS	<ul style="list-style-type: none"> • <i>Note: When appropriate ask probing questions between role play demonstrations.</i> • What does this role play demonstrate about gender? • How does this lead to “entrenched beliefs” about gender? • Why is it important to discuss our entrenched beliefs? 	
ADAPTATIONS	<p><i>Some potential adaptations to this activity may include:</i></p> <ul style="list-style-type: none"> ❖ Have one group practice and perform the role play and ask the remaining participants observe what is happening. This may require asking the participants to step out of the room and practice during another activity. Guiding questions will help the participants with their observations. ❖ Provide participants with a situation and allow them to create the characters. 	

Activity Plan – Statement Ranking

**ACTIVITY
NAME**

Statement Ranking

TIME 15-45 minutes

OBJECTIVES

The purpose of a Statement Ranking activity is to draw out participants’ opinions and personal experiences of a topic(s) and to engage discussion about such topics. This type of activity can range in complexity from a short Ice Breaker to an in-depth exposé of a sensitive topic that elicits personal stories, experiences, and opinions of the participants.

Statement Ranking activities may include objectives such as:

- Assess
- Demonstrate
- Estimate
- Evaluate
- Indicate
- Judge
- Order
- Rank
- Rate

**TARGET
AUDIENCE**

- Community
- NGO
- Government Agency
- Workshop Participants
- *Others as identified*

**MATERIALS
& PREPARATION**

- ✓ Placard or sign indicating the extreme range of responses: *Example: “Totally Agree” and “Totally Disagree”*
- ✓ List of statements relevant to the topic

PROCESS

- Ask participants to stand and arrange themselves in a line between the two signs, facing the facilitator.
- Explain that when the facilitator reads a statement, the participants should order themselves along the line based on how strongly they feel about the statement ranging between “Totally Agree” and “Totally Disagree.”
- Ask participants to arrange themselves without speaking about the statement – this will help to prevent tension from rising as statements become increasingly difficult.
- Read each statement.

**DISCUSSION
POINTS**

- During the activity the facilitator should elicit examples and explanations for their rankings from the participants, where appropriate.
- *Discussion questions as related to the topic*

ADAPTATIONS

Some potential adaptations to a Statement Ranking activity may include:

- ❖ Instead of arranging on a line, provide participants with placards numbered 1-5 (or with various smiley faces) and ask them to demonstrate which card represents their agreement.
- ❖ Instead of a whole group activity use the modification listed above and divide participants into small groups. Give group members time to discuss between statements, where appropriate.

Activity Plan – Statement Ranking

- ❖ Instead of a group activity have participants rank their statements individually on paper (for example using a line-scale) for self-reflection.
-

Activity Plan – Statement Ranking Example

ACTIVITY NAME Statement Ranking Example: Gender Experiences Ruler **TIME** 15-45 minutes

OBJECTIVES

1. Identify gender biases in a [*department, organization, community*].
2. Discuss personal experiences of gender norms, rules, and expectations.

TARGET AUDIENCE

- Community
- Workshop Participants
- NGO
- *Others as identified*
- Government Agency

MATERIALS & PREPARATION

- ✓ Placard or sign indicating “Totally Agree” and “Totally Disagree”
- ✓ List of gender statements

Find a space with enough distance for the participants to form a line. At one end of the space place a sign for “Totally Agree” and on the other side of the space a sign for “Totally Disagree”

PROCESS

- Ask participants to stand and arrange themselves in a line between the two signs, facing the facilitator.
- Explain that when the facilitator reads a statement, the participants should order themselves along the line based on how strongly they feel about the statement ranging between “Totally Agree” and “Totally Disagree.”
- Ask participants to arrange themselves without speaking about the statement – this will help to prevent tension from rising as statements become increasingly difficult.
- Read each statement. During the activity the facilitator should elicit examples and explanations for their rankings from the participants, where appropriate.

Statements – Add/change/remove as necessary to fit the target audience

First let’s try an easy statement so that you can see how the activity will work

- I’ve read the book or seen the movie Fifty Shades of Gray

Now let’s try some more complex statements

- Women should not ride bicycles.
- There are gender biases in my [*department, organization, community*].
- In my country, men and women are treated equally in society.
- Women can do the same jobs as men.
- Women are just as good as leaders as men are.
- Women should stay home and take care of the children.
- Men should be the economic providers of the household.
- I have experienced unwanted attention in a public place because of my sex.
- I have experienced barriers to success because of my sex.
- Resources in my [*department, organization, community*] are divided based on the roles of men and women.
- I feel as if I have been unable to reach my full potential because of gender biases or norms in my [*department, organization, community*].

Activity Plan – Statement Ranking Example

DISCUSSION POINTS

- *During the activity the facilitator should elicit examples and explanations for their rankings from the participants, where appropriate.*
 - Will somebody on either side of the ranking give an example or explain why you placed yourself as “Totally agree” or “Totally disagree?”
 - Will somebody in the middle explain why you feel neutral on this subject?
 - Is there anything you notice about how people have ranked themselves on this statement? Why do you think that is?
 - Why do you think that people have ranked themselves so differently during this statement?
 - What did you notice during this activity about gender norms?
 - Where do these norms, expectations, or biases come from?
 - Is it important to understand the gender differences that we face in our [department, organization, community]? Why or why not?
-

Activity Plan – Storytelling

ACTIVITY NAME	Storytelling	TIME	30 minutes-2 hours									
OBJECTIVES	<p>The purpose of a Storytelling activity is to allow participants to create a fictional story that illustrates a particular topic. This is particularly useful in allowing participants an opportunity to express feelings, emotions, experiences, ideas, and thoughts that they may not be comfortable expressing in other formats. Storytelling can also be used creatively to provide participants on opportunity to illustrate new ideas, humor, or observations.</p> <p>Storytelling activities may include objectives such as:</p>											
TARGET AUDIENCE	<table border="0"> <tr> <td>• Demonstrate</td> <td>• Paraphrase</td> <td>• Show</td> </tr> <tr> <td>• Dramatize</td> <td>• Rewrite</td> <td>• Tell</td> </tr> <tr> <td>• Explain</td> <td>• Share</td> <td>• Write</td> </tr> </table> <hr/> <ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • <i>Others as identified</i> 			• Demonstrate	• Paraphrase	• Show	• Dramatize	• Rewrite	• Tell	• Explain	• Share	• Write
• Demonstrate	• Paraphrase	• Show										
• Dramatize	• Rewrite	• Tell										
• Explain	• Share	• Write										
MATERIALS & PREPARATION	<p><i>As desired or needed:</i></p> <ul style="list-style-type: none"> ✓ Paper ✓ Pens or pencils ✓ Flipchart paper ✓ Markers ✓ Props 											
PROCESS	<p><i>Note: Storytelling activities that are designed to elicit very personal narratives typically follow a structure of activities that are meant to create a safe space among participants, provide the foundation for writing the story, and provide structure for the participants as they work through their story. This activity is a simplified storytelling activity and those interested in more complex activities are encouraged to look for appropriate manuals.</i></p> <ul style="list-style-type: none"> • Divide participants into groups of 2-4 participants. • Provide participants with prompt or similar instructions for writing their story. • Provide participants adequate time to write their story depending on the complexity of the prompt. • Provide paper, pens and pencils if the story is to be written. Provide flipchart paper and markers if the story is to be illustrated. • Provide props (if available) if the story is to be acted out. • Once participants have finished their stories, ask for volunteers to share their story with the group. It is encouraged to remind participants that they should be respectful during this process. 											
DISCUSSION POINTS	<ul style="list-style-type: none"> • <i>Discussion questions as related to the topic</i> 											

Activity Plan – Storytelling

ADAPTATIONS *Some potential adaptations to a Storytelling activity may include:*

- ❖ If participants have low literacy, allow them to create their stories orally, through drawing, dance, song, or other non-written format.
 - ❖ Allow participants to create their stories individually rather than in groups.
 - ❖ Combine with a collective drawing activity (as a group or individual), page 57
 - ❖ Combine with a role-play activity and allow the participants to act out their story/stories in groups, page 84
 - ❖ Combine with a code activity and ask participants to create a script that illustrates their story, page 50
-

Activity Plan – Storytelling Example

ACTIVITY NAME	Storytelling Example: Impact of Gender-Based Violence	TIME 1-2 hours
OBJECTIVES	<p><i>This activity is adapted from “Human Rights, Gender Based Violence, and the Use of ICTs and Digital Storytelling for Addressing Gender Based Violence” (Aware Girls, 2013)</i></p> <p><i>Note: As participants may be reluctant in sharing their own experiences, this activity aims to allow them to share their experiences through creating a fictional story should they choose to do so. Participants should be asked to create a story about a fictional character in order to allow them to choose to create a story or tell their own story through another voice. The purpose of this activity is to make contact with personal experiences of powerlessness, deprivation of scope to influence the situation, and abuse.</i></p> <ul style="list-style-type: none"> • Discuss the impact of abuse and the plight of women who are subjected to violence in an intimate relationship. • Explore the emotions related to helplessness, powerlessness and abuse. 	
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • Others as identified 	
MATERIALS & PREPARATION	<p><i>As needed:</i></p> <ul style="list-style-type: none"> ✓ Paper ✓ Pens or pencils ✓ Flipchart paper ✓ Props ✓ Prompts (if needed) 	
PROCESS	<ul style="list-style-type: none"> • Divide participants into groups of 2-3 participants. <i>Note: keep the groups small to encourage comfort among participants.</i> • Provide participants with paper and pens or pencils. • Ask participants to think of a situation that they have seen, experienced, or heard of that is illustrative of domestic violence. Explain to participants that this will form the basis of a fictional story that they will be creating in their groups. • Provide participants with time to think silently and write if they choose – at least 10 minutes. • Ask participants to share in their groups, if they feel comfortable, the situation that came to mind. If no participants are comfortable sharing, the facilitator may consider providing the “bones” of a situation for the participants to use, such as a short prompt. • Ask participants to choose which situation they would like to turn into a full story. • Provide participants time to create their story – at least 30 minutes. • Ask for groups to volunteer to share their story. 	

Activity Plan – Storytelling Example

DISCUSSION POINTS

- How do our stories illustrate helplessness? Powerlessness?
 - Why do we feel this way? How does this impact our lives? Our potential?
 - *Other discussion questions as brought about by the illustrations in the stories.*
-

ADAPTATIONS

Some potential adaptations to this activity may include:

- ❖ Ask each group to share their story with only one other group if more privacy is desired.
 - ❖ If participants have low literacy, allow them to create their stories orally, through drawing, dance, song, or other non-written format.
 - ❖ Allow participants to create their stories individually rather than in groups.
 - ❖ Combine with a collective drawing activity (as a group or individual), page 57
 - ❖ Combine with a role-play activity and allow the participants to act out their story/stories in groups, page 84
 - ❖ Combine with a code activity and ask participants to create a script that illustrates their story, page 50
-

Evaluation of Participants

In the context of this guide, evaluation refers to the evaluation of participant's achievement of the learning objectives rather than evaluation of the training format or facilitator. There are two approaches to evaluating the participants: formative and summative.

Formative Evaluation

The purpose of formative evaluation is to gauge student learning in order to make adjustments to the learning context, activities, and instructional materials. Formative evaluation typically occurs at the beginning of training or during the training in order to inform both students and facilitators. Participatory activities that are grounded in learning objectives can be used as formative evaluation when the purpose of the activity is evaluative rather than instructive.

Summative Evaluation

The purpose of summative evaluation is to measure participants' achievement of the learning objectives. Summative evaluation typically occurs at the end of training (or at the end of a section of training) in order to determine if the participants can successfully perform the objective. Summative evaluations are typically compared to a benchmark or standard, and in the case of learning objectives are intended to measure successful completion of the "action verb" (see page 10) and the learning task. Most participatory activities that are grounded in learning objectives can be used as summative evaluation when the purpose of the activity is evaluative rather than instructive.

Matching Evaluation Activities with Learning Objectives

Similar to matching participatory activities to learning objectives, when pairing objectives with evaluative activities, the most important factor is keeping attention on the measurable action verb in the learning objective and how that relates to the topic of the training. It is also important to think of the complexity of the learning objective and of the activity being considered. For example, "The participants will be able to articulate three methods of household water purification" suggests that the participants must be able to somehow show the facilitator that they can articulate three methods. This could be done through a simple discussion, or could be done through identifying the methods of water purification demonstrated in a case study, depending on the complexity of the objective in the context of the training. As stated above, most participatory activities can be utilized as evaluation of participant learning, when the purpose of the activity is to evaluate rather than to instruct.

Resources:

- Carnegie Mellon. (2014). Formative vs Summative Assessment. Available at: <http://www.cmu.edu/teaching/assessment/howto/basics/formative-summative.html>
- Indiana University. (2012). Indiana University Teaching Handbook. Available at: http://teaching.iub.edu/finder/wrapper.php?inc_id=s1_3_interp_02_eval_sf.shtml

References

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