



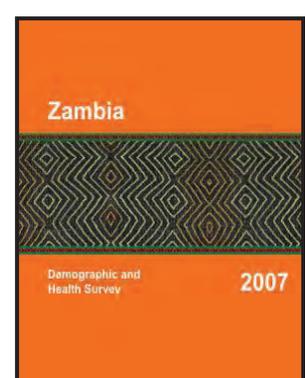
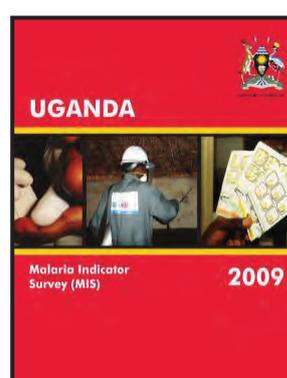
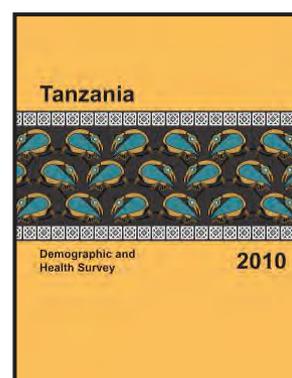
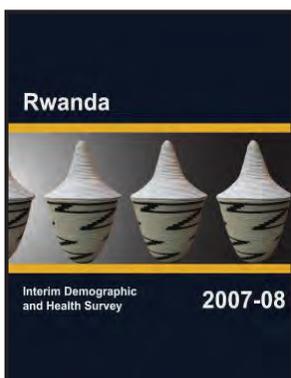
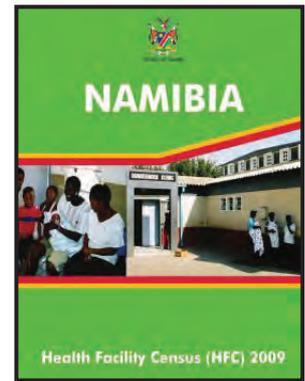
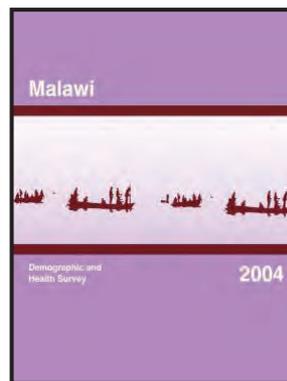
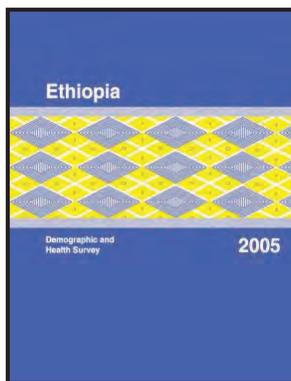
**USAID**  
FROM THE AMERICAN PEOPLE



# INSTRUCTOR'S GUIDE

## Understanding and Using the Demographic and Health Surveys

DHS Curriculum  
Facilitator's Guide  
July/August 2011



### **About the DHS Curriculum Facilitator's Guide**

The following persons (in alphabetical order) have contributed to developing, reviewing, and editing *Understanding and Using the Demographic and Health Surveys – DHS Curriculum Facilitator's Guide*: Thada Bornstein, Sarah Bradley, Anne Cross, Joy Fishel, Debbie Gachuhi, Hannah Guedenet, Kiersten Johnson, Shane Khan, Laurie Liskin, Erica Nybro, Sarah Schneider

The DHS Curriculum Facilitator's Guide is a comprehensive package of ready-made training materials about understanding and using Demographic and Health Survey reports. The curriculum is designed for use in African universities and with public health program staff. Over 25 hours of instruction are divided into seven stand-alone modules designed to be a course on its own or customized and integrated into existing curricula. Each module is complete with instructor guides, Power Point slides, exercises, handouts, pre and post tests and answer keys. The DHS Curriculum Facilitator's Guide is available in both print and electronic versions.

Questions and comments regarding the DHS Curriculum can be sent to [curriculum@measuredhs.com](mailto:curriculum@measuredhs.com)

### **About MEASURE DHS**

MEASURE DHS assists countries worldwide in the collection and use of data to monitor and evaluate population, health, and nutrition programs. Funded by the U.S. Agency for International Development (USAID) under the terms of Contract No. GPO-C-00-08-00008-00, MEASURE DHS is implemented by ICF Macro in Calverton, Maryland. The opinions expressed herein are those of the authors and do not necessarily reflect the views of the U.S. Agency for International Development.

The main objectives of the MEASURE DHS project are:

- 1) to provide decision makers in survey countries with information useful for informed policy choices
- 2) to expand the international population and health database
- 3) to advance survey methodology
- 4) to develop in participating countries the skills and resources necessary to conduct quality demographic and health surveys

Information about the MEASURE DHS project or the status of MEASURE DHS surveys is available on the Internet at <http://www.measuredhs.com> or by contacting:

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### **Suggested citation**

2011. *Understanding and Using the Demographic and Health Surveys – DHS Curriculum Facilitator's Guide: Instructor's Guide, July/August 2011*. Calverton, Maryland, USA: ICF Macro.

# DHS Curriculum Module List

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## INSTRUCTOR'S GUIDE

- a. Module List
- b. Tips for the Instructor
- c. Annex
- d. List of Abbreviations

## MODULE 1

Introduction to Demographic and Health Surveys (DHS)  
4 hours, 45 minutes

- a. Module 1
- b. Module 1 (PowerPoint)
- c. Exercise 1.1
- d. Handout 1.1
- e. Handout 1.2
- f. Module 1 Pre-test
- g. Module 1 Post-test
- h. Module 1 Answer Key

## MODULE 2

Basic Statistics and Demographic and Health Terms for Understanding DHS Data  
2.5 hours

- a. Module 2
- b. Module 2 (PowerPoint)
- c. Exercise 2.1
- d. Handout 2.1
- e. Handout 2.2
- f. Module 2 Pre-test
- g. Module 2 Post-test
- h. Module 2 Answer Key

## MODULE 3

Indicators and the DHS  
4 hours

- a. Module 3
- b. Module 3 (PowerPoint)
- c. Exercise 3.1
- d. Handout 3.1
- e. Handout 3.2
- f. Handout 3.3
- g. Module 3 Pre-test
- h. Module 3 Post-test
- i. Module 3 Answer Key

## MODULE 4

Conducting a DHS  
3 hours

- a. Module 4
- b. Module 4 (PowerPoint)
- c. Handout 4.1
- d. Module 4 Pre-test
- e. Module 4 Post-test
- f. Module 4 Answer Key

## MODULE 5

Understanding DHS Tables and Figures  
3 hours

- a. Module 5
- b. Module 5 (PowerPoint)
- c. Handout 5.1
- d. Handout 5.2
- e. Handout 5.3
- f. Handout 5.4
- g. Module 5 Pre-test
- h. Module 5 Post-test
- i. Module 5 Answer Key

## MODULE 6

Collecting Data on HIV/AIDS in National Surveys  
4.5 - 6.5 hours

- a. Module 6
- b. Module 6 (PowerPoint)
- c. Handout 6.1
- d. Handout 6.2
- e. Handout 6.3
- f. Handout 6.4
- g. Handout 6.5
- h. Module 6 Pre-test
- i. Module 6 Post-test
- j. Module 6 Answer Key

## MODULE 7

Dissemination and Using Data for Change  
4 hours

- a. Module 7
- b. Module 7 (PowerPoint)
- c. Handout 7.1
- d. Module 7 Pre-test
- e. Module 7 Post-test
- f. Module 7 Answer Key

# Tips for the Instructor

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## Introduction

Welcome to a four-day course on “Understanding and Using Demographic and Health Surveys.” This course was designed for the African Network for Strategic Communication in Health and Development (AfriComNet). It was developed by ICF Macro ([www.macrointernational.com](http://www.macrointernational.com)), an ICF International company, and the Johns Hopkins Center for Communication Programs (JHU/CCP) ([www.jhuccp.org](http://www.jhuccp.org)). The development of the course was funded by the United States Agency for International Development (USAID).

This course is part of a certificate program in Strategic Communication for Health and Development with a Special Emphasis on HIV and AIDS. The course will be offered at several universities in sub-Saharan Africa.

## Audience

This course is intended primarily for undergraduate or graduate students in African university programs who are specializing in health and social development studies. It is also intended for government and non-governmental program managers working in health and development who would like to update their skills and knowledge in using DHS surveys.

## Prerequisites

- Basic university course work in social sciences
- Skills in arithmetic, including computing fractions, percentages, and averages
- Interest in public health and development

## Goal

The goal of this course is to introduce potential users to the DHS and help them use DHS results in their schoolwork and professional work.

A secondary goal is to enable developers of health communication campaigns to improve the way they analyze, design, and develop materials and interventions by learning how to interpret and use data from the DHS.

# Tips for the Instructor

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## Overall Course Objectives

By the end of this course, participants should be able to:

- Describe the DHS and other national surveys supported through the MEASURE DHS project
- Describe how DHS surveys are carried out
- Define common statistical and public health terms used in the DHS
- Correctly read and interpret DHS tables and figures
- Describe types of information collected about HIV in the DHS
- Identify methods for disseminating and using survey results for public health and development programs

## Organization of the Course

This is a four-day course designed in modular form. Each module includes an Instructor Guide, PowerPoint presentation, handouts, pre-test, and post-test.

If you plan to use all of the modules in the course, following the existing order is recommended. However, any of the modules can be used individually and adapted as needed. You can use specific modules to meet learners' needs. If they need information on indicators, for example, you can use Module 3. If they need information on what surveys are and what the DHS is, you can use Module 1. Pre-tests and post-tests provide sample questions for each module. The instructor is at liberty to use all the test questions or pick and choose among questions.

A suggested daily agenda follows this introduction. It estimates how much time each session might take, but the time given is approximate. Depending on the level and competence of the participants, you may want to increase or decrease the time allocated. Use your best judgment to determine this.

## How to Use This Course

The course includes seven modules, each of which is divided into sessions. The average session lasts one to two hours. Course materials contain both the content as well as methods to present it. The course is designed to be participatory, because participants learn better when taking an active role.

Each module requires some preparation on the instructor's part; this is listed at the beginning of the Instructor Guide for each module. Some activities have accompanying handouts that should be photocopied for participants. All of the PowerPoint presentations have accompanying notes that can be found in the Instructor Guide or in the PowerPoint electronic files.

## Tips for the Instructor

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To tailor the course to the needs of your participants:

- Familiarize yourself with the entire course prior to conducting any sessions. Although the content is scripted, it is better to put it into your own words. You know your students best; reading through the material and anticipating their potential questions can help ensure that the sessions move smoothly. Feel free to use the margins in the Instructor Guide and handouts to write additional notes to yourself.
- Decide which questions you will use for the pre- and post-tests for each of the seven modules.
- Prepare materials beforehand for activities. Most require no more than flipchart paper and markers, but some activities also require index cards, masking tape, extra paper, scissors, or a basket or a container of some sort.
- Make a “Question Box” or “Suggestion Box” available to participants throughout the duration of the training. (You can use a plain or decorated cardboard box with a slot in the top.) Encourage participants to write down any questions they have and drop them in the box. Assure them that there is no such thing as a “dumb question.” Giving participants an opportunity to ask questions anonymously can help you address any concerns promptly and appropriately. Check the box daily, and address any questions submitted on the following day.
- Have a sheet of flipchart paper known as the “parking lot,” where you write down issues that you do not wish to address immediately but that require further discussion and clarification. Cross off each issue as it is handled or resolved.
- The course is designed to be as interactive as possible. The curriculum includes many different ways to do this. However certain activities may need to be modified based on the number of students in the classroom.

The course materials are available in both soft (electronic) and hard copies. Feel free to adapt the materials to suit the needs of the participants.

This course is based on the following premises:

- Participants are responsible for their own learning.
- A collegial relationship among participants and between participants and the instructor is crucial.
- Feedback from the instructor guides participant learning.
- Feedback from participants provides valuable information about how well learning is taking place.
- People differ in their learning styles and the additional knowledge and skills they need to learn.

## Tips for the Instructor

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- The instructor should be able to present information effectively using interactive techniques, facilitate small group activities, and maintain a positive learning environment.
- Classroom activities are the beginning of learning and not the end.

While effective facilitation may be an art, several key insights and principles can be drawn from experience:

- Effective discussion takes place in an atmosphere of trust.
- Material learned in-depth with heart and head stays. Broad-based lists of facts, techniques, and theories tend to fade. Thoroughness and depth compensate for the sacrifice in breadth.
- Participants learn best when they are actively involved: they learn by doing.
- Learning is a team activity.

*The modules take varying lengths of time to complete. You may end a day halfway through a module. It is a good idea to do an “Eyes and Ears” activity (see Annex) to start each day. This can help participants process and recall important concepts from the day before.*

### Setting the Tone for the Course

As all good instructors know, setting an appropriate tone is one of the most important tasks in creating an effective learning environment. That environment includes both the physical setting and an atmosphere of collegiality and safety. Physically, the classroom is best arranged so that participants can work in groups at tables, rather than in a traditional classroom style with rows of individual desks facing front.

**Participant-centered learning:** This course has been designed with a participant-centered orientation. When participants feel their needs and concerns are being addressed, they are more interested and engaged in learning. The participant asks, “What’s in it for me?” or “How does this help me?” As the instructor, you should look at the course from the perspective of the participants and how it benefits them. Be open to their needs and make adjustments to help them as the training unfolds.

**Status:** Probably the most important element in setting the tone for the course is helping participants leave their status at the door. Every participant—including the youngest and the oldest, men and the women, the shy and the outgoing—must feel that their contribution to the learning process is necessary and wanted. Encourage participants to enter the course as people ready to learn from each other, ready to gain new insights, and ready to take away new ideas. It is difficult to achieve this openness and sharing if participants are worried

## Tips for the Instructor

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about status, rank, and hierarchy. It is up to the instructor to model that everyone is here to share and that there is no place for status in a true learning environment. This issue is more relevant for participants who are already in the workforce than for university students, although gender issues certainly apply to both groups.

***Making it your own:*** Good curricula are dynamic and should always be reviewed prior to each use so that you can adapt them to the specific needs of each set of participants. The curriculum should be fluid; the instructor should not read from the text notes verbatim. Be sure to set aside enough time to prepare for each module by reviewing the materials carefully and thoroughly. The curriculum provides as much information as possible, but it is up to you, the instructor, to make it your own, to be committed to learning the material, and to become a resident expert for the class. Please add your own experience, stories, and complementary content to enhance the learning for participants.

***Important Advice:*** Some sessions may be relatively long or challenging, so it is important to recognize when participants need a break. Use your discretion to decide when to conduct energizers to keep your participants engaged; this will help ensure the success of the course. A wide variety of energizers and warm-ups can be found in the Annex.

Good luck and enjoy the course!

## Tips for the Instructor

### Proposed Daily Agenda (times are approximate)

	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>
<b>8:00-10:00</b>	Word of welcome Official opening  Module 1 Pre-test  Module 1: Introduction to Demographic and Health Surveys (DHS) (4 hours, 45 min.)	Module 3 Pre-test  Module 3: Indicators and the DHS (4 hours)	Module 5 Pre-test  Module 5: Understanding DHS Tables and Figures (3 hours)	Module 6 (continued)
<b>10:00-10:30</b>	<b>Nutrition break</b>	<b>Nutrition break</b>	<b>Nutrition break</b>	<b>Nutrition break</b>
<b>10:30-11:00</b>	Module 1 (continued)	Module 3 (continued)	Module 5 (continued)	Module 6 (continued)
<b>11:00-1:00</b>	Module 1 (continued)	Module 3 (continued)  Module 3 Post-test	Module 5 (continued)  Module 5 Post-test	Module 6 (continued)  Module 6 Post-test
<b>1:00-2:00</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
<b>2:00-4:00</b>	Module 1 Post-test  Module 2 Pre-test  Module 2: Basic Statistics and Demographic and Health Terms for Understanding DHS Data (2.5 hours)	Module 4 Pre-test  Module 4: Conducting a DHS (3 hours)	Module 6 Pre-test  Module 6: Collecting Data on HIV/AIDS in National Surveys (4.5 to 6.5 hours)	Module 7 Pre-test  Module 7: Disseminating and Using Data for Change (4 hours)
<b>4:00-4:15</b>	<b>Nutrition break</b>	<b>Nutrition break</b>	<b>Nutrition break</b>	<b>Nutrition break</b>
<b>4:15-5:15</b>	Module 2 (continued)  Module 2 Post-test	Module 4 (continued)  Module 4 Post-test	Module 6 (continued)	Module 7 (continued)  Module 7 Post-test
<b>5:15-5:30</b>	Daily evaluation	Daily evaluation	Daily evaluation	Final evaluation

## Annex

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### Icebreakers and Energizers

The first day of a course is essential to its success. It is important to start the course on a positive note by making sure all of the participants feel comfortable and get to know one another quickly. Even when participants already know one another, they must still be introduced to the instructor. Activities known as **icebreakers** can help the instructor and participants get to know one another at the beginning of a course.

It is also important to keep participants alert and engaged throughout the course. They may need some breaks to help maintain their interest in the material. Activities known as **energizers** can encourage high levels of participation and interest among participants. Some of the energizers include activities that can help participants recap material already covered in the course; these are especially helpful when a module or session is split over the course of two days, and participants need to refresh their memories.

The following series of icebreakers and energizers can be used throughout the course. Remember, it is your job as the instructor to keep the participants comfortable and energized, so be sure to use these fun activities!

#### *Icebreakers*

##### **1. Unique Characteristics**

The instructor divides the participants into pairs and gives them a few minutes to interview each other. Then each participant introduces her/his partner by name and shares at least two unique characteristics about her/him with the group.

##### **2. Your Favorite Things**

The instructor divides the participants into pairs and asks them to tell each other their favorite food or name the animal they feel best describes themselves and why. Then each participant introduces her/his partner and shares this information with the group.

##### **3. Ball Toss**

Participants and the instructor form a circle and toss a soft ball around the circle. As each person catches the ball, s/he states her/his name. After a few minutes, the game shifts and participants call out the name of the person who tossed the ball to them instead.

This activity can be used throughout the course for other kinds of quick information exchanges. For example, the instructor may ask, "What are examples of behavior change indicators?" As the ball is tossed around the circle, participants who catch it call out different indicators.

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## 4. Three Questions

Each participant writes down three questions and then finds someone in the room they do not know well. These pairs pose their questions to each other. Then each participant introduces her/his partner to the group by sharing the questions and the answers.

## 5. Nametags

The instructor prepares a nametag for each participant and places the nametags in a box. Participants pick a nametag from the box, locate the person whose nametag they drew, and introduce themselves. (This is especially useful for larger groups of 20 or more.)

## 6. Find the Missing Piece

The instructor prepares enough pieces of paper for everybody in the group. Each piece of paper has half of a larger word written on it. For example:

COCOA	BUTTER
MILE	STONE
ICE	CREAM

Participants pick a piece of paper and then begin to look for the person who has the matching word. After finding their match, participants get to know the other person. Afterwards participants introduce one another to the rest of the group.

An alternative is to use words that are opposites. For example:

BLACK	WHITE
UP	DOWN
LEFT	RIGHT
HOT	COLD

## 7. Fact or Fiction

Each participant writes down four facts about themselves, one of which is not true. Participants take turns reading their lists aloud, and the rest of the group tries to guess which "fact" is not true. Repeat until each participant has shared their list.

## 8. Everyone's a Liar

*(This is a variation on #7: Fact or Fiction)*

Step 1: The instructor writes three statements about her/himself on the board. Two are true, and one is a lie.

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For example:

- I have been training for 10 years.
- I have a pet dog called "Dog."
- I lived in Switzerland for a year.

Step 2: Participants ask "lie detector" questions to get further information in order to determine which statement is false. For example:

- *Training*: Where have you conducted training? What have you taught? What year did you start?
- *Pet*: How old is Dog? What does Dog eat? Where do you keep Dog?
- *Switzerland*: Where did you live in Switzerland? What language was spoken in that part of Switzerland?

Step 3: Participants vote on which statement is a lie. The instructor reveals which statements are true and which is a lie.

Then the instructor divides participants into small groups of three or four. Each group repeats Steps 1–3. Afterwards, the participants introduce each other to the larger group.

### 9. What's the Question?

Step 1: The instructor writes some personal facts on the board. For example:

- Purple
- 16 months
- Kenya

Step 2: Participants try to think of the question that matches each fact. For example:

- *Purple*: What's your favorite color? What color is your car? What color is your favorite clothing?
- *16 months*: How long have you lived in this city? How old is your child? How long have you been married?
- *Kenya*: Where were you born? Where have you worked? Where are you going on vacation?

Step 3: After participants have discovered all of the questions, the instructor divides them into small groups of three or four. Each group repeats Steps 1 and 2. Afterwards, the participants introduce each other to the larger group.

### 10. Nonsense Name Game

The instructor introduces her/himself to the group with a sentence based upon the first letter of her/his name.

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For example:

*"I'm kooky Katherine. I like kissing kittens."*

*"I'm darling Dorothy. I like dancing daily."*

(Pattern: I'm ADJECTIVE NAME. I like ACTION-ing NOUN)

Then the instructor asks each participant to introduce her/himself to the group with a similar sentence; for example, *"I'm generous George. I like giving gifts."*

You can play Name Chain as a follow-up to the Nonsense Name Game.

Participants stand in a circle. The instructor introduces her/himself and the person to the right: *"I'm kooky Katherine. This is darling Dorothy."* The person standing to the instructor's right then repeats the previous introductions and introduces the person to her/his right: *"She's kooky Katherine. I'm darling Dorothy. He's generous George."* The game continues around the circle, moving right, until all of the names have been repeated. The instructor can challenge volunteers to see who can rhyme off all of the names the quickest.

### 11. The Magic Wand

The instructor asks participants what they would do if they found a magic wand that allowed them to change three work-related activities. Participants can change anything they want—including themselves, their job, their supervisor, the people they work with, an important project, etc. The instructor has the participants discuss why it is important to make the change.

Another variation on this game is to ask participants what they would change if they became the supervisor for a month.

This activity helps participants learn about each others' desires and frustrations.

### 12. Marooned

The instructor divides the participants into teams and asks them to pretend they are marooned on an island. Each team must choose which five items they would have brought with them if they knew they were going to be stranded. (The instructor can substitute a different number of items, such as seven, depending upon the size of each team.) Note that participants are only allowed five items per team, not per person. Each team writes down their list of items on a flipchart and discusses and defends their choices with the whole group.

This activity helps participants learn about others' values and problem-solving styles and promotes teamwork.

### 13. The Interview

The instructor asks participants to pick the person they know least about. These pairs interview each other for about 20 minutes. The instructor can prepare interview questions ahead of time or just provide general guidelines for the interview. The goal is for participants to learn about their partner's current and

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past jobs (including what they like about their job), as well as their family life, hobbies, favorite sports, and the like. Afterwards, each participant introduces her/his partner to the group.

### 14. Finish the Sentence

The instructor asks each participant to complete one of the following sentences (or something similar):

- *The best job I ever had was...*
- *The worst project I ever worked on was...*
- *The riskiest thing I ever did was...*

During introductions at the beginning of a course, the instructor can ask participants to complete the sentence "*I am in this course because...*"

The instructor can also use this technique to move on to a new subject. If training instructors, for example, the instructor could ask participants to complete the sentence "*The one time I felt most stressed because I did not plan was...*"

### 15. Spider Web

Participants stand in a circle. The instructor gives a ball of yarn to one participant, who tells the group something about her/himself. This introduction might include the participant's name, home country, type of work, and reason for attending the course. The instructor can decide how much information to include in the introduction, depending on the size of the group and the time allotted for the activity.

The participant with the ball of yarn holds onto the end of the yarn and throws the ball to another person in the circle, who introduces her/himself in turn. Participants continue tossing the ball around the circle and introducing themselves until all of the participants form part of this spider web.

As soon as everyone has introduced themselves, have the ball of yarn reverse course. The participant holding the ball returns it to the person who threw it to her/him and repeats the information (name, country, work, etc.) that the thrower volunteered the first time around. After rewinding the yarn, that person returns the ball to the person who tossed it to them the first time around, repeating the thrower's information. This continues, with the ball following its previous path in reverse order, until it reaches the participant who first introduced her/himself.

Note: The instructor should warn participants beforehand of the importance of paying attention to each introduction, since they will not know who will be throwing the ball to them.

## Annex

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### **Energizers**

#### **1. National Anthem**

This warm-up works best when there are participants from a number of different countries. The activity requires a ball and a source of music, such as a tape player or radio. Participants stand in a circle. The instructor turns on the music, and the participants dance and pass the ball around the circle until the instructor turns the music off. Whenever the music stops, whoever is holding the ball must step into the circle and sing the first verse of his/her national anthem. If, as sometimes happens, a person cannot remember the national anthem, then s/he must sing a love song. The instructor turns the music back on, and the participants begin passing the ball around the circle again. The game continues until most participants have had the opportunity to sing, or until the instructor feels that everyone has been energized.

*When to use these energizers is not indicated in the Instructor Guide for each module. Use your judgment and take a break from the written curriculum to include some of these activities to keep participants engaged.*

#### **2. Tell a Story**

Participants stand in a circle. A volunteer leads off with the first sentence of a story. One by one, the other participants add a sentence to help build the story. Each sentence must:

- Make sense and at the same time add some fun to the activity,
- Build on the last sentence, and
- Be grammatically correct.

For example:

1. *"I was walking to breakfast this morning."*
2. *"A dog came up to me."*
3. *"I said good morning to the dog."*
4. *"The dog asked me what I was going to have for breakfast."*

#### **3. The Last Word**

Participants stand in a circle. One participant moves to stand in front of another person and makes a statement (for example, *"It is such a lovely day"*). The person spoken to then moves in front of another participant and makes a statement that starts with the last word of the previous statement (for example, *"Day 1 of the course was very tiring"*). Each participant takes turns to ensure that everybody gets a chance to participate.

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### 4. The Telephone

Participants sit or stand in a circle. The instructor quickly whispers a message to one participant. This participant passes the message in a whisper to the next person and so on. The last person shouts out the message. Chances are the final message will be different from the original. Here is an example of an initial message (note how two different activities are blended into the initial statement, a sure cause for confusion when whispered quickly): *"I had rice for dinner and then dressed in blue to go dancing."*

### 5. Brainstorming

The instructor divides participants into teams of five people and asks the teams to list items in a category the instructor has chosen (for example, things that are square, things associated with a holiday, or things that are red). The teams are not allowed to discuss, just list items on a sheet of paper. The team with the most items on their list wins.

### 6. Topic Lead-Ins

Sometimes when a group is meeting for a workshop on a specific topic, participants already know each other well. In this situation, it may be better to use an icebreaker that leads into the content of the gathering. Topic lead-in questions are also appropriate throughout a course, at the start of each session.

A topic lead-in can play a number of functions. It can:

- Generate interest in the topic,
- Activate participants' prior knowledge of the subject,
- Help the instructor and participants identify individual learning needs and goals,
- Encourage the sharing of information and resources, and
- Reveal resistance to discussion or learning.

For example, the instructor could ask participants about a time they used data to make a decision in their personal lives. The instructor should lead with an example, such as *"I had to decide where to go on vacation one year. I only had one week off in August, so I checked on the average temperature and rainfall in three locations for that week and discovered that good weather was only likely in one of my three choices! So of course, I chose that location."*

Instructors should use topic lead-ins liberally. They can pose different types of questions in a single session—some for the group to answer collectively and others for participants to answer individually.

## Annex

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### 7. Word Tree

The instructor asks participants to generate a list of words related to a topic. In this course, for example, the instructor could ask participants for words related to the phrase “public health indicators.” Participants might suggest: reporting, fertility rate, statistics, mortality, surveys, etc. The instructor writes all of the words on the board, clustering by theme where possible. The instructor can also use this opportunity to introduce essential terms.

### 8. Multiple Choice or True/False Quiz

Rather than giving participants a multiple choice or true/false quiz at the end of a session, instructors may try giving a quiz at the beginning of a session. The instructor should walk around and discreetly scan participants' responses to help decide where to focus attention during the session. At the end of the session, the instructor reviews the answers to the quiz with the group. Note that participants should check their own answers.

### 9. Ball Toss Brainstorming

This activity begins by having participants stand in a circle. The instructor announces a topic, such as a holiday or a subject covered in the course (for example, HIV/AIDS or surveys). Participants toss around a ball. Whoever catches the ball shouts out something related to the topic and then tosses the ball on to someone else. The exercise continues until everyone has had a chance to speak.

*Variation 1:* When participants catch the ball, they say an important learning concept. The exercise continues until everyone has caught the ball at least once and explained an important concept related to the material just covered.

*Variation 2:* When participants catch the ball, they recite steps in a process or concept. To the best of their ability, they should recite the steps in order. The instructor or the participant writes it down on a flipchart. For example, after discussing how to conduct a DHS survey, the instructor could start the ball toss and ask everyone to list one step in the process.

### 10. Calm Down

Sometimes after intensive material is presented, participants need to calm down or return to reality. Some introspective time can also help participants get the full benefit of new material.

Participants lay their heads on the table, lie on the floor, or get in a comfortable position. Then the instructor asks them to reflect on what they have just learned. After about five minutes, the instructor says a key word or short phrase and asks the participants to reflect on it for a couple of minutes. After repeating this one or two more times, the instructor gathers participants into a circle and asks them to share the most important points of a concept and how they can best use it at their place of work.

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Note: This may seem like a waste of time to many, but reflection is one of the most powerful learning techniques available.

### 11. Boom!

Participants sit in a circle and count out loud as they go around the circle. Each person whose number is a multiple of 3 (3, 6, 9, 12, etc.) or a number that ends with 3 (13, 23, 33, etc.) must say “BOOM!” instead of the number. The next person continues with the normal sequence of numbers. For example:

- The first person says 1
- The second person says 2
- The third person says “BOOM!” (instead of 3)
- The fourth person says 4

Anyone who fails to say “BOOM!” or who makes a mistake with the number that follows “BOOM!” is disqualified.

The numbers must be said rapidly—at no more than five-second intervals. If a participant takes too long to call out her/his number, s/he is disqualified. The last two participants left are the winners.

Note: Instead of saying *BOOM!*, the participants can clap their hands once. To make this energizer more interesting, participants can start counting backwards towards zero when a specific number, such as 30, is reached. The game can be made more complex by using multiples of bigger numbers or by combining multiples of three with multiples of five.

### 12. Unique Sayings

This is a two-part activity. At the beginning of the course, the instructor divides participants into groups of three or four. Each group records some familiar sayings from their countries or regions. (In the US, for example, we say “An apple a day keeps the doctor away” or “It’s raining cats and dogs”). After five to seven minutes, the groups share their sayings, and the instructor checks that the other participants understand each one. The activity continues until all of the participants have contributed or until the instructor feels that the group has been energized.

The instructor keeps the list of sayings for another warm-up later in the week, writing each saying on a separate piece of paper and placing it in an envelope. On the third or fourth day of the course, the instructor divides participants into two groups and sends one group to each end of the room. A representative from each group comes to the center of the room and receives an envelope containing a saying. The two representatives read their sayings silently and return to their groups. Without speaking, each representative draws a picture on a flipchart to communicate the saying; the drawings cannot contain any words or parts of words.

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Members of each group try to guess what saying their representative has drawn. The first team to guess correctly receives one point. Each group then sends a new representative to the center to receive another envelope with a saying, and the activity continues as described above. The activity continues for 10 minutes or until all the sayings have been drawn and identified. The group with the higher number of points wins.

### 13. Hot Pepper

Participants sit in a circle away from the tables and close their eyes. The instructor gives a small ball to one participant who is instructed to pass the ball quickly to the next person saying "Hot!" Participants continue to pass the ball quickly around the group.

As the ball is passed from participant to participant, the instructor turns her/his back, closes her/his eyes and calls out "Pepper!" The person who is holding the ball when "Pepper!" is called leaves the circle. The ball continues to be passed until only one person is left.

### 14. Words

The instructor divides the participants into three or four small groups and writes the word INTERACTIVE on the flipchart. Each group has five minutes to create as many words as possible from the word INTERACTIVE. All words must contain at least three letters. For example, the words could include:

- Ate
- Rat
- Treat
- Retain

When the time is up, the group with the most words wins. Note: Depending on the topic, other words can be used in this way. Some possibilities include: DEMONSTRATION, COUNSELING, PREVALENCE, and DEMOGRAPHIC.

### 15. The Post Office

The instructor asks one participant to volunteer to begin the activity. The rest of the participants sit in a circle that contains one chair less than the total number of participants. The volunteer stands in the center of the circle and says something like:

*"I bring a letter for all of my colleagues who have brown hair."*

All of the participants with that characteristic (e.g., brown hair) stand up, and they and the person in the center of the circle change places. Whoever ends up without a chair stands in the center of the circle and starts the next turn by announcing that s/he is bringing a letter for colleagues with some different characteristic, for example, those wearing black shoes.

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This activity can continue as long as the group is interested and enthusiastic, but no longer than five minutes.

### 16. Pick a Side

The participants stand in the middle of the room. The instructor yells out two statements, each corresponding to opposite walls of the room. Participants decide which statement they agree with more and run to the corresponding wall. Statements can be purely fun, work-related, or controversial, depending on the group. The goal is to recognize differences and energize the group.

*Examples:*

- I like chocolate (one wall) / I like vanilla (the opposite wall)
- I like dogs / I like cats
- I like George Bush / I like Bill Clinton
- I like watching TV / I like reading books
- I like working with data / Working with data scares me!
- I am comfortable speaking in front of others / I get nervous talking in front of groups
- This is my first time working with DHS data / I have worked with DHS data before

### 17. Make Someone Laugh

Participants stand in a circle. A volunteer starts in the middle of the circle and approaches someone on the outside of the circle. The goal is to make this person laugh, while the person on the outside of the circle is trying his/her hardest NOT to laugh. Once the outside person breaks down, s/he winds up in the middle.

### 18. Eyes and Ears

This activity is a fun way to start each day and provides a brief review of what happened the day before. "Eyes and Ears" begins on the morning of the second day. The instructor explains that everyone's eyes and ears see and hear things differently and tells participants that this daily activity provides an opportunity to review yesterday's events from a different perspective. The instructor then models an "Eyes and Ears" activity.

Ask three or four participants to give a review of the material covered in the previous day. It is important that everyone be an "eye/ear" at least once during the course. Encourage participants to be creative, to involve the audience (i.e., the other participants), to make it active, and to have fun. It is good to start the day with a laugh and a smile. Possibilities include doing an exercise that involves the whole group, a role play, a song, a poem, or some other creative activity. Participants should NOT read a report of what happened the day before.

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### 19. Moodmeter

At the beginning of the session, the instructor draws a chart called "The Moodmeter." This is an instrument that subjectively measures the mood and atmosphere of the group. It is not directly related to the content of the session.

The instructor writes each of the days or sessions in the course horizontally across the top of the chart. Down the left-hand side of the chart, the instructor draws at least three different mood symbols. These could be faces showing happiness, indifference, sadness, frustration, or anger. Alternatively, they could be temperature indicators, such as 15 degrees, 25 degrees, and 35 degrees.

At the end of each day or session, participants mark the chart with an X or a dot in line with the mood they are feeling. The instructor can draw a line through the marks for that session or that day to reflect the "ups" and "downs" of the group. The Moodmeter can be used to discuss the energy level of the group, course successes, or sources of dissatisfaction.

### 20. Flash

The instructor and participants stand in a circle. The instructor asks the group a direct question, for example, "Tell me how you felt about the day today?" or "What two new things did you learn today?" Each participant very briefly states her/his personal opinion, going around the circle. This exercise is called "flash" because of the speed with which opinions are given. No one should talk for more than 30 seconds, and no discussion is allowed as the flash is going on.

The instructor's role is to seek the participants' opinions and permit a variety of ideas to be stated. However, the instructor should remind the group to be constructive in their criticism and to look for ways to improve the training.

## List of Abbreviations

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ACT	Artemisinin-based Combination Therapies
AIDS	Acquired Immunodeficiency Syndrome
AIS	AIDS Indicator Survey
ANC	Antenatal care
ARI	Acute respiratory infection
ARV/ART	Antiretroviral Therapy/Treatment
BCG	A vaccine against tuberculosis
BMI	Body Mass Index
CDC	Centers for Disease Control and Prevention
COC	Combined oral contraceptive
CPR	Contraceptive prevalence rate
DBS	Dried blood spots
DFID	Department for International Development
DHS	Demographic and Health Surveys
DPT	A vaccine against diphtheria, pertussis (whooping cough) and tetanus
DV	Domestic violence
EA	Enumeration Area
ELISA	Enzyme-linked immunosorbent serologic assay
FGC	Female genital cutting
FBO	Faith-based organization
GBV	Gender-based violence
HepB	A vaccine against Hepatitis B

## List of Abbreviations

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Hib	A vaccine developed for the prevention of invasive disease caused by Haemophilus influenzae type b bacteria
HIV	Human Immunodeficiency Virus
IMCI	Integrated Management of Childhood Illnesses (WHO)
IMR	Infant mortality rate
IPT	Intermittent Preventive Treatment
IRS	Indoor Residual Spraying
ITN	Insecticide-Treated Net
IUD/IUCD	Intrauterine Device/Intrauterine Contraceptive Device
IYCF	Infant and Young Child Feeding
KIS	Key Indicators Survey
LAM	Lactational amenorrhea method
LLIN	Long Lasting Insecticide-Treated Net
MCH	Maternal and Child Health
MDG	Millennium Development Goal
MEASURE DHS	The USAID-funded project which implements the Demographic and Health Surveys
MERG	Monitoring and Evaluation Reference group
MIS	Malaria Indicator Survey
NGO	Non-governmental organization
No.	Number
ORS/ORT	Oral rehydration salts/Oral rehydration therapy
OVC	Orphans and Vulnerable Children

## List of Abbreviations

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PDA	Personal digital assistant
PEPFAR	President's Emergency Plan for AIDS Relief
PLWA/PLWHA	People living with AIDS/People living with HIV/AIDS
PMI	President's Malaria Initiative
PMTCT	Prevention of Mother-to-Child Transmission
PNC	Postnatal care
PSU	Primary sampling units
RBM	Roll Back Malaria
RDT	Rapid Diagnostic Test
SPA	Service Provision Assessment
SP/Fansidar	Sulfadoxine-pyrimethamine, trade name Fansidar
SRS	Simple random sample
STI	Sexually Transmitted Infection
TB	Tuberculosis
TBA	Traditional birth attendant
TFR	Total fertility rate
TT	Tetanus toxoid vaccine
UNAIDS	The Joint United Nations Programme on HIV and AIDS
UNDP	United Nations Development Programme
UNESCO	United Nations Educational Scientific and Cultural Organization
UNGASS	United Nations General Assembly Special Session on HIV and AIDS

## List of Abbreviations

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UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
VCT	Voluntary Counseling and Testing
WFfC	World Fit for Children Indicators (UNICEF)
WFS	World Fertility Survey
WHO	World Health Organization