

**ICWUC Center
for
Worker Health & Safety
Education
Training Methodologies**

TEACHING ADULTS

Our curriculum takes a “learner-centered” approach. This means that the way the learning is structured is geared towards how the participants learn best. Since we are teaching adults, this means that the curriculum is based on how adults learn. We know the following about how adults learn:

- We learn fastest what we need most: We need to see that the subject matter and the methods are relevant to our lives and to what we want to learn
- We need to be treated as adults and equals: As adults, we all have a wealth of experience and knowledge of our own. We are more open to learning when we are treated with respect.
- We learn best by doing: Knowledge and skills that are practiced are retained.
- We learn more when we participate in the learning process: When we are involved and helping to direct the learning process, we are more engaged and learn more.
- We learn better when we know where we’re heading: Learners need route maps, with clear objectives. Each new piece of information needs to build logically on the last
- We learn best when new information is reinforced and repeated: We need to practice as we learn, and hear things more than once to remember them.
- We learn better when information is presented in different ways: We each have different learning styles. Learning is stimulated when information is not always presented in the same way.

PARTICIPATORY EDUCATION:

POINTS TO REMEMBER

- Adults learn when they participate in their education. Education is an exchange between people. It is not just a one-way path from instructor to participant.
- People learn by doing. Let people do things for themselves. Tell them how to do it, give them assistance but don't do it for them. This is true if it's looking up a chemical or putting on a Level A suit.
- The participants should be the focus of the session. The facilitator guides but does not dominate the discussion.
- KNOW THE PURPOSE of the session you are leading. Make sure the class knows it too.
- The instructor does not have to have all the answers to everything. Often there aren't any clear-cut right and wrong answers. Turn open-ended questions back to the class - ask them what they think.
- When you don't know, say: "I DON'T KNOW, BUT I'LL FIND OUT AND GET BACK TO YOU."
- NEVER call on someone to answer a question or read something out loud unless they volunteer.
- NEVER make fun of someone or of the answer they give.
- DON'T put words in peoples' mouths. Don't tell them what they've said; if it's unclear ask them to explain in different words.
- If someone asks a question you don't understand or makes a comment you don't understand - rephrase it and ask them if that is what they mean. Get it clear before you answer.

- KEEP TO THE SUBJECT. Don't let the discussion wander. You can say, "that's real interesting, but let's get back to such and such now."
- Don't let one person dominate the discussion. If one person keeps bringing up their own personal situation, tell them you'll talk to them about it later. If one person dominates a report-back, tell them they did a good job but you'd like to give some others a chance too.
- When going over the answers to exercise questions, make sure everyone knows what the right answer is and why. Don't leave people confused.

SOME CLASSROOM DO'S AND DON'TS

- SPEAK LOUDLY. People won't participate if they can't hear. Make sure participants speak loudly too.
- Don't turn your back on half the class. Walk around, focus on different tables and make eye contact with people around the room.
- When using flip charts or boards WRITE BIG and don't worry about spelling.
- Give shyer people a chance. Periodically ask if there are any comments, questions, etc.
- Keep control of the class. If private conversations are disrupting the class, ask for quiet.
- WATCH THE TIME. Remember there's another class following yours so you need to end on time.
- Turn questions back to the class. If you're asked, "what should you do", "what do you think", etc., turn the questions back to the class and ask them what they think. This gets discussion going.

PRESENTATION TIPS

- Plan how you will co-facilitate the entire session. Make sure you know who's responsible for what.
- Make sure you have enough copies of all materials and handouts.
- Make sure your presentation has a beginning (purpose), middle and end.
- Pay attention to participants and the time. Keep session moving and try not to get trapped in a discussion with just one or two people.
- Make sure everyone can hear and see what's going on.

CO-FACILITATING POINTERS

- Plan entire session together. Know who is going to do what and share responsibilities equally.
- Do not disagree with each other during a session.
- Do not interrupt each other.
- Do not show any conflict that may exist between the two of you. That means no eye rolling, smirks, foot tapping, angrily folded arms, etc. Watch your body language.
- Don't do anything to put down the other person or embarrass them.
- If your co-facilitator makes a mistake and you can correct it tactfully, do so. If not let it go and discuss it later.
- Always pay attention to what's going on. Don't tune out just because your co-facilitator is speaking. Your input may be needed.
- One person shouldn't dominate or take over the show.

- Don't engage in private jokes with your co-facilitator. Private jokes aren't funny to others, and it excludes the participants.
- Don't discuss what you're going to do next in front of the class. That should have been sorted out earlier.
- Try and keep in eye contact with each other, so you know when the other person wants to speak or needs assistance.
- Remember, you're not in competition with each other. Co-facilitating usually makes a session better and instructing easier.

TIPS FOR LEADING AN EXERCISE REPORT-BACK

These tips are for the report-back part of small group exercises

- Make sure you have all the answers and some back-up information.
- You can conduct the report back as an open general discussion or table-by-table. But, never call on specific people unless they volunteer.
- Only ask people to answer the questions listed. Do not spring another question on them.
- When someone answers a question, ask the class if there are any different answers or if any disagrees.

If there is disagreement, ask what resources they used to get their answers.

- Make sure that the correct answer to each question is clear to everyone. Do not leave a question until everyone understands the right answer.
- At end of exercise ask if there are any questions or comments.

GUIDELINES FOR LEADING DISCUSSIONS

People learn best when they actively participate in their education. This active participation may involve small group problem solving, role-plays, research, hands-on training or discussions.

All these educational methods require preparation on the part of the instructor/facilitator. Discussions may appear to be spontaneous, but good discussions don't just happen. They need work. First you have to start the discussion and then you have to get people to participate so you can keep the discussion going.

Getting the discussion started

Use a “trigger” to start discussion. A trigger presents the issue or problem and provides the starting point for discussion. Videos, role-plays, small group exercises can all be used to trigger discussion.

1. Keeping the discussion going

Prepare questions about the issue/problem to ask after the trigger. (These questions can steer discussion through the following steps)

- What was going on in the trigger? What issues were brought up?
- How do these issues relate to our own lives?
- Why does this problem exist? What are the economic, social, political reasons it exists?
- What can be done to change things? What actions or strategies can we think of?
- These different levels of discussion are not clearly separated from each other, and discussion usually moves back and forth between the different levels.

Pointers for leading discussions

- The best discussions are about issues which are really important to people; emotionally charged issues.
- A discussion is not a question and answer period. You ask questions so the group starts talking to each other, not so that they answer your questions. If participants direct questions to you, turn those questions back to the group as a whole.
- Discussions are not about facts or giving information so there are not “right or wrong answers” in a discussion.
- Try to involve everyone in the discussion. If a couple of people dominate, tell the group that for a while you will call only on those people who haven’t had a chance to speak yet.
- If the discussion loses focus, stop and summarize the points made so far. You can use a flip chart for this. You can always restart the discussion on a different level, using a new discussion question.
- Don’t take sides in a disagreement. Make sure that nobody loses face.
- Remember, the instructor is not the center or “expert” in a discussion. Keep your own comments short.

GUIDELINES FOR CREATING ROLE-PLAYS

Role Plays can be used to “trigger” discussion about important issues and problems.

There are three steps in creating role-plays:

- Decide the issue you want to address
- Choose the characters and their points of view
- Write the script

1. Deciding the issue

Think about the following points when trying to choose an issue, which will encourage full participation:

- It should be familiar to everyone, and something that people really care about and want to solve.
- Keep it simple; use only one issue for each role-play.
- Don't present an overwhelming problem that people feel they can't solve. Use a problem for which people can strategize about some concrete actions to take.

2. Choosing the characters

- After you've decided on the issue, you need to choose characters. Each character should represent a particular point of view. You should have at least three characters. If you use only two points of view, the issue becomes too black and white. Too many characters and the points of view get confusing.

One way to choose the characters is to decide on the different points of view first and then choose characters to represent those feelings and reactions.

3. Writing the script

- Keep the following in mind when writing the script:
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Just present the problem, do not solve it!

- There should be no solution in your script. Role-plays just present the problem. Ideas for solving the problem should come out in the group discussion after the role-play.
- Make sure that each character represents his or her point of view clearly.
- Keep it short - no more than 5-10 minutes.

Remember to prepare discussion questions for use after the role play.

The attached script, used at the Center, is an example of how these guidelines were used to create a role-play.

Sample Skit

MONDAY MORNING SKIT

Four Characters:

Supervisor

Untrained worker

Two trained workers

UNTRAINED: Hey, Ted needs some help. A couple drums fell down - there's stuff everywhere.

TRAINED #1: What kinda stuff? What was in the drums?

UNTRAINED: I don't know.

TRAINED #2: Well, what did the placards or labels say?

UNTRAINED: I don't know. One had a bunch of numbers and I think the other was red - maybe.

SUPERVISOR: Stop wasting time, just go clean the stuff up and get those drums patched.

TRAINED #1: We'd better find out what's in them first. We're gonna need some protective gear and non-sparking tools for the flammable stuff.

UNTRAINED: Say, what kinda tools? I gotta wrench and hammer in my locker.

SUPERVISOR: That's fine, just go get them and get out there.

TRAINED #2: No wait, (name of other trained person) right. We gotta find out what's in the drums so we can figure out what kinda gloves and clothing we need. Where's that special tool kit anyway?

TRAINED #1, UNTRAINED (together): George had it, I think it's somewhere in the shop.

SUPERVISOR: Would you two stop bellyaching. You can look at the MSDS later. Just get your tools and get out there.

TRAINED #1: I don't suppose anyone remembered to order the overpacks we needed?

UNTRAINED: What the hell's an overpack?

TRAINED #2: We all shoulda been trained to use overpacks. This is great. We don't know what the stuff is, we got no PPE, no overpacks, and almost no one's been trained.

SUPERVISOR: We all know you've done it before, without all this fancy gear, so just do it again. You know this stuff ain't really gonna hurt you.

UNTRAINED: Yeah, come on guys I wanna get out of here anyway.

Teaching Methods Worksheet

Teaching Methods Worksheet

Teaching Method	Strengths	Limitations	Preparation
Small group worksheets, exercises and problem solving			
Report back session			
Audiovisual materials such as films, slides, PowerPoint etc.			
Discussion			
Role Play Session			

Teaching Method	Strengths	Limitations	Preparation
Listing exercise Brainstorming			
Speak out			
Panel of Experts			
Lecture			
Lecture with question/answer period			
Listing exercise Brainstorming			

Teaching Methods Worksheet

Answer Key

Teaching Methods Answer Key

Teaching Method	Strengths	Limitations	Preparation
<p>Small group worksheets, exercises and problem solving</p>	<p>People can learn from each other.</p> <p>Chance to practice skills and use past experience.</p>	<p>Not good for large groups.</p> <p>People's skills and knowledge vary a lot.</p>	<p>Instructor has to prepare exercise.</p>
<p>Report back session</p>	<p>Allows for large group discussion of role-plays, case studies, and small group exercises.</p>	<p>Can be repetitive if small groups say the same things.</p>	<p>Instructors have to prepare questions for group to discuss or direct report back so it is not repetitive.</p>
<p>Audiovisual materials such as films, slides, PowerPoint etc.</p>	<p>Entertaining way of teaching content and raising issues.</p> <p>Effective for large groups when instructor prepares questions to discuss after the presentation.</p>	<p>Too many issues presented at one time to have a focused discussion.</p> <p>Passive.</p>	<p>Equipment set up and coordination.</p>

Discussion	<p>Pools ideas and experiences from the group.</p> <p>Effective after a presentation, film or experience.</p>	<p>Not practical for more than 20 people.</p> <p>A few people can dominate while others don't participate.</p>	<p>Requires careful planning by instructor to guide discussion.</p> <p>Requires question outline teaching</p>
Role Play Session	<p>Fun.</p> <p>Introduces a problem dramatically.</p> <p>Triggers discussion.</p>	<p>People may be too self-conscious.</p> <p>Discussion needs to follow role-play.</p>	<p>Instructors must define problem situations and roles clearly.</p> <p>Instructor must prepare discussion questions.</p>
Teaching Method	Strengths	Limitations	Preparation
<p>Listing exercise</p> <p>Brainstorming</p>	<p>Encourages full participation.</p> <p>All ideas are equally recorded.</p>	<p>Can become unfocused.</p> <p>Should be limited to 10 – 15 minutes.</p> <p>People sometimes have difficulty getting away from their own situations.</p>	<p>Instructor selects a problem or has a list of questions.</p> <p>Instructor then asks for all ideas, which are recorded on the board.</p>

Speak out	Allows sharing of experiences among people in large groups.	People may be too shy and need warmed up.	Instructor introduces topic and should provide a few experiences first.
Panel of Experts	Allow experts to present different opinions. Can provoke better discussion than a one-person lecture. Frequent change of speaker keeps attention from lagging.	Experts may not be good speakers. Subject may not be in logical order. Experts may talk over the heads of the participants.	Instructor coordinates focus of panel. Introduces and summarizes.
Lecture	Presents factual material in a direct manner. Good for large group.	Audience is passive. People stop listening. People don't retain information.	Needs clear introduction and summary. Needs time and content limits to be effective.
Lecture with question/answer period	At least involves audience after the lecture	Time may limit question/answer period.	Facilitator should have some prepared questions ready.