

Participatory Training for Adult Learners Activities and Examples for Trainers in Livestock Systems

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Acknowledgments

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Notes from the Author to the Trainers

This manual has been developed to assist trainers in developing training materials that are methodologically appropriate for adult learners. The activities presented in this manual are grounded in best practices for adult learning. 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 livestock system training context. This manual is not exhaustive of all possible training activities but rather is intended to be a work-in-progress.

Part 1

The first part of the manual provides a brief explanation of why a trainer should use participatory methods. It then discusses two primary theories of adult learning, both of which point to the importance of participation in adult learning. These theories will help trainers to ground their training in a well-researched educational foundation. The two sections under this part of the manual include:

- Why Use Participatory Methods?
- Training Theory for Adult Learners

Part 2

The second part of this manual is intended to help the trainer to plan their training events. This includes understanding what the participants actually need for their training and how to turn this into measurable objectives. The objectives also serve to provide both the trainer and participants with measurable action-oriented expectations. After this, there are tips provided on how to plan for training including many tips and tricks that are the result of many years of experience by the author(s). These tips and tricks will help the trainer to be proactive in their planning and will ensure a high quality and effective training. The sections under this part of the manual include:

- Needs Assessment and Knowing Your Audience
- Writing SMART Learning Objectives for a Training Need
- Session Plan and Agenda Tips
- Facilitation Tips
- Templates

Part 3

The third part of this manual provides an explanation of the various kinds of participatory activities structures including the types of learning objectives that are the most appropriate for the activity, how to conduct the activity, how much time the activity will take, and the materials that may be needed. Each activity structure is accompanied by an example of an actual participatory activity that is relevant to animal source food consumption and livestock systems. These example activities are intended to demonstrate how the trainer may adapt a participatory activity structure for their own training needs and purposes. The sections under this part of the manual include:

- Icebreakers
- Energizers
- Participatory Activities

Part 4

The final part of this manual provides examples of how to evaluate participants. This includes formative evaluation that takes place during the training, and summative evaluation that allows the participant to demonstrate mastery of the learning objectives.

- Evaluation of Participants

Why Use Participatory Methods?

Participatory methods refer to action-oriented or interactive teaching practices that encourage active participation. This differs from traditional academic teaching which often takes the form of lecture. While there is certainly an appropriate time and place for lecture, research has shown that this form of teaching is the least effective. Participatory methods give ownership over learning to the participants themselves. The facilitator or trainer then becomes the “guide on the side” instead of the “sage on the stage.” Participatory methods encourage the participants to interact with one another as part of the learning process. This results in training becoming more personal to the participant who is able to share their ideas, experiences, and insights during the training process. As will be discussed below, this is particularly relevant for adult learners. There are many wonderful reasons to use participatory methods. For more information on the benefits of using participatory methods, please see the resources below:

Resources:

- Ciobanu, N.R. (2018). Active and participatory teaching methods. *European Journal of Education*. Available at: <http://journals.euser.org/index.php/ejed/article/view/3592>
- Kucharcikova, A., and Tokarcikova, E. (2016). The use of participatory methods in teaching at the university. *The Online Journal of Science and Technology*. Available at: <https://pdfs.semanticscholar.org/ba77/a827703221499bf34c2fc0aba38ee8a52155.pdf>

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. The following are a few major takeaways from the two methods that all trainers/facilitators should consider:

1. Adults learn best through participation and then transfer of what they learned to their own circumstances. Whenever possible, allow adults to bring in their own experiences to the learning process. Similarly, adults should be provided with ways to process what they have learned and how it applies to their own work and lives.
2. The sequence of activities matter. Adults learn best when feel as though they can trust the other participants. It is important to take time during training to develop a sense of trust and reciprocity among the participant. This includes the use of energizers (Page 24), icebreakers (Page 23), allowing participants time to introduce themselves, and also requires that simple less-threatening activities such as Buzz Groups (Page 30) come before more complex activities such as Role Play (Page 73).

3. Adults learn best when activities are varied. The same thing over-and-over will result in disengaged participants. Use many “kinds” of participatory activities interspersed with short lectures.
4. Everything should have a point and purpose. Adults become impatient when they do not feel as though they are moving toward a goal or purpose. All activities should be clearly linked to learning objectives that are communicated to the participants. This will allow them to see what they will be learning, why it matters, how they can apply to their lives, and how they will be asked to demonstrate mastery of the training materials.

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.

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.

Reflective Observation: The second stage of the learning cycle is to reflect critically on the concrete experience.

Abstract Conceptualization: The third stage of the learning cycle is the process of “making sense” of what happened in the previous stages, including interpreting events, understanding relationships, and making comparisons.

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:

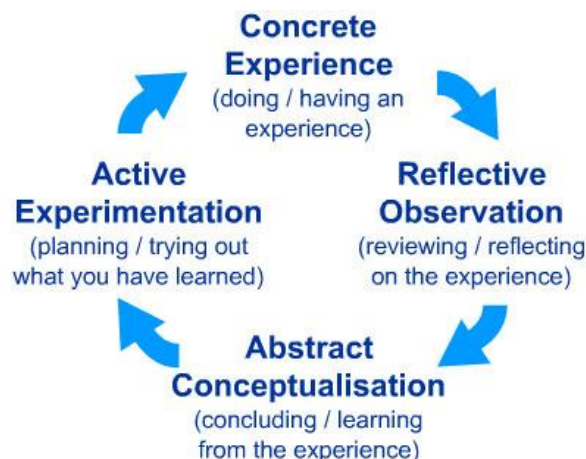


Image from: <http://www.simplypsychology.org/learning-kolb.html>

Twelve Principles for Effective Adult Learning, Jane Vella

(The following is adapted from <http://www.massassets.org/massaves/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.
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
- 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 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 need's 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>

Writing SMART Learning Objectives for a Training Need

Once a needs assessment (page 5) 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:

1. A time frame for completing the objective
2. A focus on the participant
3. An observable action (for a list see page 9)
4. The object of the training (topic, skill, attitude)
5. May include any specific conditions or criteria under which the objective must be completed.

Example:

At the end of this workshop, the community animal health workers will be able to demonstrate how to vaccinate a 1-year old calf, using the correct dosage and needle techniques.

At the end of this workshop | the community animal health workers | will be able to
(time frame) (focus on participants)

demonstrate | how to vaccinate a 1-year old calf | using the correct dosage and needle techniques.
(action) (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 17.

1. Conduct a needs assessment and learn as much as possible about the target audience (see page 5).

2. Brainstorm all the knowledge (topics and information), skills, and/or attitudes that the participants must have 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 goat vaccination,” focus on the participant by rewording to “the community animal health worker will _____ goat vaccination.”
6. Add a measurable action word (page 9) and rewrite into a logical sentence.
For example, “the community animal health worker will list the appropriate steps for vaccinating a goat.”
7. If desired, add a condition and criteria to make the learning objective more specific.
For example, “the community animal health worker will list the appropriate methods for vaccinating a goat, accurately.”
8. Make sure the objective is SMART.
For example, “At the end of this training, the community animal health worker will be able to list the appropriate steps for vaccinating a goat, 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>

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 12 is a table of activities paired with typical “measurable 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 the steps to testing for mastitis” suggests that the participants must be able to somehow show the facilitator that they can articulate the three steps. This could be done through a simple discussion or could be done through demonstrating the steps on a live animal, depending on the complexity of the objective and the context of the training. Some considerations include:

1. What is the action verb and topic and which activities could be used to help the participants reach the objective?
2. How complex is the objective in context? Can it be measured through a very fast and simple activity like a buzz group (page 30) or does it require the participants to delve into the topic and rely on analytical skills such as a case study (page 39)?

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. 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 will simultaneously address one or more learning objectives.

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 30).

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 refer to both summative and formative evaluation. However, it is also important to include an evaluation of the facilitator and activities. Consider how you will determine that the participants 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 evaluation 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? Are there readings or other preparatory work that the participants must have access to?

Common Participatory Training Activities Paired with Objectives

Type of Activity	Brief Description	Objectives	Benefits/ Strengths of the Activity	Considerations/ Constraints of the Activity
Body Mapping (Page 26)	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 28)	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 30)	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 in plenary.	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 35)	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 39)	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 an 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.
Codes (Page 43)	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.	Demonstrate, Discuss, Evaluate, Analyze, Predict, Debate, Interpret, Dramatize	<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.

Collective Drawing (Page 49)	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.	Label, Order, List, Create, Locate, Arrange, Demonstrate, Construct, Develop, Illustrate	<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.
Community Mapping (Page 52)	Participants draw a map of a particular area, usually the community, in order to identify important spaces, places, issues, or other geographically based information.	Label, Create, Locate, Map, Develop, Illustrate, Sketch, Identify	<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.
Debates (Page 55)	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.	Debate, Defend, Question, Examine, Support, Argue	<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.
Demonstrations (Page 57)	Some participants play a role in demonstrating (such as an experiment or model) while others observe with guiding questions.	Dramatize, Demonstrate, Recognize, Describe, Predict, Interpret	<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.
Energizers (Page 24)	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.	Purpose: To re-energize participants and provide a brief rest or break during training.	<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.
Group Discussion (Page 59)	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.	Discuss, Describe, State, Relate, Explain, Identify	<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.

Icebreakers (Page 23)	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,	Purpose: To introduce participants and form a sense of community and trust	<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.
Puzzles & Ordering (Page 63)	Puzzle and ordering activities break information into pieces and asks the participants to reassemble or order the information correctly.	Order, List, State, Identify, Select, Name, Label, Classify	<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.
Role Play/Socio Drama (Page 73)	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 an 'open' technique, allowing the situation to develop once people have their roles and the setting established.	Show, Demonstrate, Tell, Describe, Create, Appraise, Criticize	<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.
Statement Ranking (Page 76)	Statement ranking activities allow participants to demonstrate their view on an issue by ranking themselves along a continuum.	Order, Assess, Evaluate, Estimate, Judge, Rate, Demonstrate, Indicate	<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.
Storytelling (Page 79)	Participants create a written, verbal, or illustrated story that illustrates the topic. This may also result in a role play or code activity.	Dramatize, Show, Explain, Rewrite, Paraphrase, Share, Demonstrate	<ul style="list-style-type: none"> • Allows participants to aurally demonstrate their thoughts on an idea or topic through a story or narrative. • Allows the facilitator to introduce a topic through story. • Can elicit personal experiences, feelings, and ideas. • Easy to combine with other activities • Works 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 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 has an impact on participant's behavior. A room with no tables and with chairs in a circle encourages discussion and discourages participants from hiding from participation. It also makes it less hospitable to misbehavior due to the open feel. This, however, may also depend on cultural context wherein some areas the un-comfortability 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, including pre-assigning, randomly assigning during the training, allowing participants to choose, 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 few minutes 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 and sets up expectations for the participants.

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 regard to the silencing of voices, the domination of some participants in the discussion, respecting others' 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 (see Page 30).

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 into the proximity of 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.

Templates

Learning Objectives Worksheet

1. Needs Assessment

Conduct a Needs Assessment to determine the training needs/issue. A needs assessment may take many forms including a highly detailed assessment through surveys, interviews and focus group with stakeholders, key participants, or others familiar with the issue; or may be a very simple analysis of the problem as it is presenting itself by asking key questions such as:

1. What is the problem or issue that is presenting?
2. What aspects of the problem or issue can be addressed through training?
3. Who would be the target audience for training?
4. What are the assumptions you are making?
5. What are the constraints you may face?

2. Brainstorm

Once you have identified the key training issues, brainstorm and write what the participants must know in order to address the training issue.

Example: techniques for weighing livestock, determining vaccine dosage, administration of vaccines, safety procedures for administering a vaccine through needle, proper storage of vaccines, vaccine supply chain, etc.

3. Categorize information		
<p>Once you have your list of brainstormed items, categorize it into “must know,” “nice to know,” and “does not need to know now.”</p> <p><i>Example: Must know – safety procedures for administering vaccines by needle. Nice to know – vaccine value chain</i></p>		
Must know	Nice to Know	Does Not Need to Know Now

4. Learning objective part I: Participant Centered
<p>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)</p>

5. 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 9.

Example: **List** the safety procedures for administering a vaccine

Demonstrate the safety procedures for administering a vaccine

6. 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.**

Example: *When given safety equipment and a livestock animal, demonstrate the safety procedures for administering a vaccine.*

Agenda/Session Plan Template

Obj #	Activity Name/Type	Activity Description	Time

Agenda/Session Plan Example: 2-hour basic Animal Source Food and Nutrition Security Awareness Workshop

Animal Source Food and Nutrition Security Awareness Workshop Objectives:

1. Identify and discuss blockages to animal source food (ASF) consumption in a [COMMUNITY, REGION, COUNTRY]
2. Analyze and discuss the benefits to how/why/when people consume ASF.
3. Analyze and discuss the challenges to how/why/when people consume ASF.
4. Analyze and discuss how to address challenges to the consumption of ASF.
5. Discuss the relationship between nutrition security and ASF consumption.

Obj #	Activity Name/Type	Activity Description	Time	Page #
---	Icebreaker: Name Game	Introduction of participants and icebreaker.	10 min	23
1,3	Statement Ranking: ASF Consumption	Identify the perception and strength of barriers to animal source food consumption.	10 min	77
2	Mini-Lecture: Importance of ASF consumption	Brief lecture on the importance of animal source food consumption from a nutrition perspective.	10 min	--
2,3,4,5	Collective Drawing: Nutrition Security/Insecurity & ASF Consumption	Activity to demonstrate the characteristics of a nutrition secure versus nutrition insecure household, and the current situation in a community.	1 hour	50
3, 4, 5	Discussion: ASF and nutrition security	Discuss the Collective Drawing activity and how ASF can address nutrition needs and demands.	20 min	59
---	Evaluation: Globe Game	Evaluation knowledge check: Game to check participant's mastery of the learning objectives.	10 min	82

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)

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.

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 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

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.)

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.

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)

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!

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.

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.

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 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.

Participatory 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 Others as identified 		
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	<ol style="list-style-type: none"> 1. Provide each person or group with a body-sized sheet of butcher paper. 2. Ask participants to trace the body of one fellow participants onto the sheet of paper. 3. Ask the participants to draw symbols, labels, images, and other items into and around the body that represent: <ol style="list-style-type: none"> a. the external influences on their body by drawing and labeling <i>outside</i> of the outline, b. the internal influences on their body by drawing and labeling <i>inside</i> of the outline. 4. Some possible topics may include thinking about, identifying, and/or drawing things that represent their identities such as their home, journey, or country. 5. Some possible topics may include thinking about, identifying, and/or drawing things that represent experiences such as their health, gender, experiences of discrimination, or emotions (depression, joy, sadness, fear). 		
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 Body Mapping 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 groups with volunteers to assist rather than to draw their own map if the situation is sensitive. 		

ACTIVITY NAME	Body Mapping Example: Challenges & Benefits of Consuming Animal Source Foods (ASF)	TIME	1-2 hours
OBJECTIVES	<ol style="list-style-type: none"> 1. Analyze and discuss the internal and external benefits to how/why/when people consume ASF. 2. Analyze and discuss the internal and external challenges to how/why/when people consume ASF. 3. Analyze and discuss how to address the internal and external challenges to the consumption of ASF. 4. Analyze and discuss how to build on/improve/increase the internal and external benefits to the consumption of ASF. 		
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • Others as identified 		
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	<ol style="list-style-type: none"> 1. Divide participants into groups of 3-5. 2. Provide each group with a body-sized sheet of butcher paper. 3. Ask participants to trace the body of one participant onto the sheet of paper. 4. Ask the participants step-by-step to: <ol style="list-style-type: none"> a. Identify/draw/label areas <i>outside (external influences)</i> of the body that influence the pros and cons of consuming ASF. If participants need examples, consider: <ul style="list-style-type: none"> ○ Financial cost ○ Threat of disease and causes of disease ○ Education, information ○ Availability ○ Cultural norms surrounding consuming ASF b. Identify/draw/label areas <i>inside (internal influences)</i> of the body that influence the pros and cons of consuming animal source foods. <ul style="list-style-type: none"> ○ Hunger and satiation ○ Health ○ How one feels when consuming ASF (good versus ill) ○ Influence on internal organs (stomach, intestines, mind, etc.) 5. After the groups have had time to draw their body maps, ask each group to share their results in plenary. 		
DISCUSSION POINTS	<ul style="list-style-type: none"> • What are some of the internal and external challenges to consuming ASF? • How can we address the challenges of consuming ASF? • What are some of the internal and external benefits of consuming ASF? • How can we leverage, extend, or build on these benefits? • Are there differences in the body maps between men and women? Why do you think this is? • Are there differences in the body maps by age? Why do you think this is? 		

ACTIVITY NAME	Brainstorming	TIME	15 minutes – 1 hour
OBJECTIVES	<p>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.</p> <p>Statement Ranking activities may include objectives such as:</p> <ul style="list-style-type: none"> • Compile • Identify • List • Recall • Reflect • State 		
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • Others as identified 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ 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	<ol style="list-style-type: none"> 1. Describe the topic or issue to the participants that will be the subject of the brainstorm. 2. Explain to participants that they will call out their ideas while the facilitator compiles them in the front of the room on the paper. 3. 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. 4. Continue compiling until ideas have run out or a time limit has been reached. 5. If appropriate, discuss the results (or see adaptations below). 		
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"> ❖ 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 NAME	Brainstorming Example: Vulnerability and Resilience in Livestock Production	TIME	30 minutes
OBJECTIVES	<ol style="list-style-type: none"> 1. Identify vulnerabilities to livestock production in the family/community/region/country. 2. Identify factors that influence resilience in livestock production in the family/community/region/country. 3. Discuss how to move from vulnerability to resilience in livestock production in the family/community/region/country. 		
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • Others as identified 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Strips of paper ✓ Markers ✓ Masking tape ✓ Hand out a stack of paper strips and markers to each participant. Provide groups of participants with masking tape. 		
PROCESS	<ol style="list-style-type: none"> 1. Divide participants into groups with one group representing “vulnerability” and one group representing “resilience” (see adaptations). 2. Ask participants to write the factors that influence either vulnerability or resilience on strips of paper. Each strip should have one item. 3. Assign one wall for “vulnerability” to tape their papers and one wall for “resilience.” 4. Ask participants to tape their papers to their wall. 5. Continue until participants run out of ideas or a specified time is up. 6. Once participants have taped up their papers, reflect on the responses. For each group ask for any clarifications or questions about slips of paper that were posted. 7. Ask the participants to reflect on how to move from the vulnerability column to the resilience column. 		
DISCUSSION POINTS	<ul style="list-style-type: none"> • When looking at the two groups, where are there areas that directly overlap? Where and why? • Are there ways in which our list of vulnerabilities and resiliency do not overlap? Where and why? • How does seeing the influences on vulnerability change the way you think of resilience? 		
ADAPTATIONS	<p><i>Some potential adaptations to a Brainstorming activity may include:</i></p> <ul style="list-style-type: none"> ❖ Divide participants into groups of 3-5 and provide the groups with flipchart paper. Ask the groups to divide their paper in half and label one side “vulnerability” and the other side “resilience.” Within each small group ask the participants to brainstorm. Ask each group to report back in plenary. Alternatively, assign different small groups either “vulnerability” or “resilience.” ❖ Create four groups – two for “vulnerability” and two for “resilience.” Create one sub-group of men and one sub-group of women in each group. This will allow for a gendered approach to the activity, illustrating ways in which men and women perceive of vulnerability and resilience differently. This can also be done based on other important characteristics such as age. 		

ACTIVITY NAME	Buzz Group	TIME	5-20 minutes									
OBJECTIVES	<p>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 in plenary.</p> <p>Buzz Group activities may include objectives such as:</p> <table><tr><td>• Analyze</td><td>• Define</td><td>• Explain</td></tr><tr><td>• Argue</td><td>• Discuss</td><td>• State</td></tr><tr><td>• Debate</td><td>• Evaluate</td><td>• Tell</td></tr></table>			• Analyze	• Define	• Explain	• Argue	• Discuss	• State	• Debate	• Evaluate	• Tell
• Analyze	• Define	• Explain										
• Argue	• Discuss	• State										
• Debate	• Evaluate	• Tell										
TARGET AUDIENCE	<table><tr><td>• Community</td><td>• Workshop Participants</td></tr><tr><td>• NGO</td><td>• Others as identified</td></tr><tr><td>• Government Agency</td><td></td></tr></table>			• Community	• Workshop Participants	• NGO	• Others as identified	• Government Agency				
• Community	• Workshop Participants											
• NGO	• Others as identified											
• Government Agency												
MATERIALS & PREPARATION	<p>Materials for Buzz Groups will depend on the purpose of the activity. Some potential materials may include:</p> <ul style="list-style-type: none">✓ Handouts or worksheets✓ Writing implements											
PROCESS	<ol style="list-style-type: none">1. Describe the topic or issue that will be the subject of the buzz group.2. Ask participants to pair with 2 (at most 3) of their neighbors.3. Give participants a brief time, usually 3-10 minutes, to discuss the topic.4. Ask the participants to report 1-2 key points back in plenary.											
DISCUSSION POINTS	<ul style="list-style-type: none">• <i>Discussion questions as related to the topic</i>											
ADAPTATIONS	<p>Some potential adaptations to a Buzz Group activity may include:</p> <ul style="list-style-type: none">❖ 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 plenary in mini lectures.❖ Use buzz groups as an energizer or ice breaker.❖ Use a “speed dating” model (Page 59). 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 NAME	Buzz Group Example: Key Concepts in Cattle Disease Management	TIME	10 minutes
OBJECTIVES	<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"> • NGO • Government Agency • Workshop Participants • Others as identified 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Concepts handout or cards with one key concept on each ✓ Writing implements 		
PROCESS	<p>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. The concepts provided are an example. Add other concepts as required and relevant for the context.</p> <ol style="list-style-type: none"> 1. Ask participants to pair with 2 (at most 3) of their neighbors. 2. 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. 3. Ask participants to define the concept with their partner(s) and give an example. 4. Give participants 3-10 minutes to discuss and define their assigned concept. Three minutes is sufficient for a review activity where each pair will have one concept. 10 minutes is more appropriate where each pair have a greater number of concepts. 5. Ask the participants to report back in plenary. 		
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"> ❖ Use a “speed dating” model (Page 59). 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. Ask each participant to explain their concept to their partner 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. 		

Handout: Key Concepts in Cattle Disease Management

Intramuscular injections:

Subcutaneous injections:

Drenching:

Intravenous injection:

Hemorrhagic septicemia:

Contagious bovine pleuropneumonia:

Animal African Trypanosomiasis (AAT):

Brucellosis:

East Coast fever (ECF) theileriosis:

Babesiosis:

Handout: Key Concepts in Cattle Disease Management: Definitions

<https://www.galvmed.org/livestock-and-diseases/livestock-diseases>

Intramuscular injections: An intramuscular injection is a technique used to deliver a medication deep into the muscles. This allows the medication to be absorbed into the bloodstream quickly. All intramuscular injections must be administered in the neck muscle.

Subcutaneous injections: Subcutaneous means under the skin. In this type of injection, a short needle is used to inject a drug into the tissue layer between the skin and the muscle. Subcutaneous injections should be given at the base of a "tenting" fold of loose skin lifted away from the animal with your free hand. This "tenting method" minimizes the risk of injecting into muscle.

Drenching: Administering oral medications in liquid form is commonly referred to as 'drenching' and small volumes of liquid are usually administered into the back of the mouth with a device called a 'drenching gun'. Large dosing syringes can also be used for drenching.

Intravenous injection: Some medications must be given by an intravenous (IV) injection or infusion. This means they're sent directly into the vein using a needle or tube. The term "intravenous" means "into the vein."

Hemorrhagic septicemia: Is a contagious bacterial disease. It affects cattle and water buffaloes with a high mortality rate in infected animals. Symptoms include swollen tongue, tongue protruding from mouth, swollen throat, high fever, diarrhea, yellow nasal discharge, sudden reduction in milk production, and heavy/noisy breathing. Signs start suddenly and death occurs quickly. Symptoms appear in animals in good condition and usually between 1–3 years old. It mainly occurs during wet season and following shipping or moving stress. Treatment includes antibiotics and are effective only if administered early. Vaccinate all cattle once a year, especially those between 1–3 years.

Contagious bovine pleuropneumonia: Is a respiratory disease affecting cows and other ruminants in Africa. It is caused by bacteria. Infection spreads by cough, direct contact with infected animals, or through the placenta to the unborn calf. The incubation period is one to three months. A few cattle may die with no symptoms other than fever. Acute symptoms include fever, lethargy, cough, extended necks, labored breathing, and loss of appetite and milk production. Calves may develop arthritis and lameness. After initial acute phase, the infection often becomes chronic. Outbreaks are eradicated with quarantines, slaughter of infected and in-contact animals, and cleaning and disinfection. Vaccines are available and have helped to control the disease in endemic areas.

Animal African Trypanosomiasis (AAT): Also known as nagana pest, is a protozoan parasitic disease of vertebrate animals. It affects cattle, water buffalo, sheep, goats, horses, pigs, dogs and other species. The disease is caused by a protozoan that is mainly transmitted by tsetse flies. The parasites are transmitted by saliva when the fly bites the animal. The incubation period is four days to approximately eight weeks. Although acute cases can be seen, AAT is often a chronic disease in susceptible animals. AAT infects the blood of the host causing fever, weakness, lethargy and anemia, which lead to weight loss as well as fertility and milk reduction. AAT can be controlled by reducing tsetse fly populations with traps and insecticides. Infected animals can be treated with drugs, but drug resistance has been observed. The selection of AAT tolerant breeds of cattle can lessen the impact. No vaccine is yet available for this parasitic disease.

Brucellosis: Is a zoonotic disease that affects humans, cattle, small ruminants, pigs and dogs. Brucellosis in humans is usually a result of occupational exposure to infected animals, but infections can also occur from ingesting contaminated dairy products. Infection occurs by ingestion, through mucous membranes, or through broken skin. The bacteria are shed from an infected animal at the time of calving or abortion. It is present in milk and in male and female reproductive tracts. Brucella can survive in manure, hay, dust, and soil for several months. Eradication efforts are complicated by the presence of the pathogen in the wild animal populations. Brucella causes chronic disease that, if not treated, persists for life. Most common clinical signs are abortions, stillbirths, reduced milk production, and infertility. Occasionally, testes inflammation, lameness, abscess formation, and paralysis have been observed.

East Coast fever (ECF) theileriosis: Is a disease of cattle and buffalo caused by protozoan parasite, transmitted by ticks in Africa. The incubation period for ECF is eight to 12 days. Pathology includes high fever, enlarged lymph nodes, anorexia, labored breathing, corneal opacity, nasal discharge, diarrhea and anemia. In endemic areas, the tick numbers can be controlled with acaricides and other methods of tick control such as rotational grazing. Antiparasitic drugs are effective in animals with clinical signs. Vaccination against ECF is done by simultaneously injecting virulent T. parva and an antibiotic.

Babesiosis: is a tick-borne disease. It presents with clinical signs including: Fever (up to 410C), No appetite, dark colored urine (caused by blood in urine), jaundice, and late-term pregnant cows may abort. Treatment includes: Diminazene aceturate (Berenil), supportive treatment with Oxytetracycline 20%. Prevention measures are tick control

ACTIVITY NAME	Calendaring	TIME	1-2 hours									
OBJECTIVES	<p>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 a 1-week period. Seasonal calendars are typically based on a full year.</p> <p>Calendaring activities may include objectives such as:</p> <table><tr><td>• Create</td><td>• Identify</td><td>• Locate</td></tr><tr><td>• Develop</td><td>• Illustrate</td><td>• Map</td></tr><tr><td>• Draw</td><td>• Label</td><td>• Show</td></tr></table>			• Create	• Identify	• Locate	• Develop	• Illustrate	• Map	• Draw	• Label	• Show
• Create	• Identify	• Locate										
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TARGET AUDIENCE	<table><tr><td>• Community</td><td>• Workshop Participants</td></tr><tr><td>• NGO</td><td>• Others as identified</td></tr><tr><td>• Government Agency</td><td></td></tr></table>			• Community	• Workshop Participants	• NGO	• Others as identified	• Government Agency				
• Community	• Workshop Participants											
• NGO	• Others as identified											
• Government Agency												
MATERIALS & PREPARATION	<ul style="list-style-type: none">✓ Butcher paper (flipchart paper if butcher not available)✓ Markers✓ Masking Tape											
PROCESS	<ol style="list-style-type: none">1. Divide participants into groups of 4-6 participants. Consider the objective of your calendaring activity and break up groups accordingly.2. Provide groups with butcher paper (or flipchart paper) and markers of various colors3. Ask participants to think about the <i>[past 24 hours, a specific time period, or the year]</i> and mark the key activities and events that happen within this period and their duration.4. For a daily calendar consider:<ul style="list-style-type: none">• Childcare• Chores• Eating• Paid/unpaid labor• Rest and leisure• School• Sleep• Studying• Travel<p>For a seasonal calendar consider:</p><ul style="list-style-type: none">• Agricultural seasons and events• Celebrations and holidays• Changes in intensity of paid labor• Changes in intensity of unpaid labor• Common times of illness											

	<ul style="list-style-type: none"> • School sessions and events • Times of food security and insecurity • Weather seasons
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 Calendaring activity may include:</i></p> <ul style="list-style-type: none"> ❖ 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 another key factor. ❖ Provide participants with a flipchart or butcher 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. Include pictures of activities that they may not participate in as well as activities that they participate in on occasion. This will allow the participants more agency in determining which activities to include in their calendar.

ACTIVITY NAME	Calendaring Example: Shocks and Resilience in Smallholder Livestock Production		TIME	1-2 hours																																																																														
OBJECTIVES	<div>1. Identify the differences in a typical day for men and women.</div> <div>2. Analyze the differences in a typical day for men and women.</div> <div>3. Discuss the gendered division of labor in a typical household.</div> <div>4. Discuss the pros and cons of gendered division of labor.</div>																																																																																	
TARGET AUDIENCE	<div><div><div>Community</div><div>NGO</div><div>Government Agency</div></div><div><div>Workshop Participants</div><div>Others as identified</div></div></div>																																																																																	
MATERIALS & PREPARATION	<div><div>✓ Butcher paper (flipchart paper if butcher not available)</div><div>✓ Markers</div><div>✓ Masking Tape</div><div>✓ Prepare flipcharts or butcher paper (one for each group) with the following graphic or a similar one:</div></div> <table><tr><td></td><td>January</td><td>February</td><td>March</td><td>April</td><td>May</td><td>June</td><td>July</td><td>August</td><td>September</td><td>October</td><td>November</td><td>December</td></tr><tr><td>Key Activities & Events</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>					January	February	March	April	May	June	July	August	September	October	November	December	Key Activities & Events																																																																
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Key Activities & Events																																																																																		
PROCESS	<div><div>1. Divide participants into groups of 4-6</div><div>2. Provide groups with butcher paper (or flipchart paper) and markers of various colors.</div><div>3. Ask participants to think about the [the past year, a typical year] and mark on the chart the key activities and events that happen within this period and their duration.</div><div>4. If participants need assistance remind them to consider (this list is not exhaustive, and the participants should be encouraged to think of other important activities or events to put on the calendar):<div><div>Human food production seasons, harvesting, excess, shortages</div><div>Animal fodder production seasons, harvesting, excess, shortages</div><div>Livestock production, breeding, calving, vaccination periods, slaughter</div><div>Weather/Seasons</div><div>Human illness</div><div>Livestock illnesses</div><div>Travel, migration</div><div>Paid/Unpaid labor</div><div>Holidays, auspicious times, important cultural times</div></div></div><div>5. Once participants have finished their calendar, ask each group to demonstrate their calendar and explain what they drew/wrote and why.</div></div>																																																																																	
DISCUSSION POINTS	<div><div>What kinds of patterns do you see in the calendar?</div><div>When are periods of great production or excess?</div><div>When are periods of great shortages or stresses?</div></div>																																																																																	

	<ul style="list-style-type: none"> • How is livestock production affected by other events on the calendar? • When is animal source food in abundance or in shortage? • When looking at the events on the calendar, are their times that the household can plan for by saving resources, selling resources, changing activities, or adding/reducing activities? • When looking at the events on the calendar, are their times that the household tends to experience great abundance? How can these times be used to plan for times of great stress?
ADAPTATIONS	<p><i>Some potential adaptations to a Calendaring activity may include:</i></p> <ul style="list-style-type: none"> ❖ Divide groups into men and women. Often times they have very different perspectives on the timing and content of the calendars. ❖ 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.

ACTIVITY NAME	Case Studies	TIME	30 minutes – 2 hours												
OBJECTIVES	<p>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. It can be based on real or hypothetical situations. It is highly suggested to include guiding questions for the analysis of a case study.</p> <p>Case Study activities may include objectives such as:</p> <table><tr><td>• Analyze</td><td>• Design</td><td>• Evaluate</td></tr><tr><td>• Argue</td><td>• Develop</td><td>• Examine</td></tr><tr><td>• Assess</td><td>• Devise</td><td>• Explain</td></tr><tr><td>• Describe</td><td>• Discuss</td><td>• Judge</td></tr></table>			• Analyze	• Design	• Evaluate	• Argue	• Develop	• Examine	• Assess	• Devise	• Explain	• Describe	• Discuss	• Judge
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• Government Agency															
MATERIALS & PREPARATION	<ul style="list-style-type: none">✓ Case study handouts with guiding questions✓ Flipchart paper (if needed)✓ Markers or chalk (if needed)✓ Tape (if needed)														
PROCESS	<ol style="list-style-type: none">1. Divide participants into groups of 3-5 (see adaptations).2. Provide each group with a case study and guiding questions (see adaptations).3. Give the groups time to read and process the case study and to work with their group members to answer the guiding questions.4. If appropriate, ask each group to compile their results onto flipchart paper to share in plenary.5. Provide each group an opportunity to report the results of their case study analysis and discuss.														
DISCUSSION POINTS	<ul style="list-style-type: none">• <i>Discussion questions as related to the topic</i>														
ADAPTATIONS	<p>Some potential adaptations to a Case Study activity may include:</p> <ul style="list-style-type: none">❖ For low literacy groups, read the case studies aloud and/or provide pictorial representations.❖ Process a single case study in plenary rather than in small groups.❖ Provide each group with a different case study to illustrate different issues related to a topic.❖ Provide each group with the same case study to save time in reporting. Ask groups to add to the previous group rather than reporting all results.❖ Combine a case study with a role-play activity (page 73) and ask participants to act out the case study and/or their solution.❖ Combine a case study with a community drawing (page 49) and ask participants to report back through a drawing representing their solution.														

ACTIVITY NAME	Case Study Example: Unanticipated Consequences of Climate Change: Livestock & Water Conflict	TIME	1 hour 30 min
OBJECTIVES	<ol style="list-style-type: none"> 1. Discuss the influences of climate change on livestock management 2. Discuss the influences of climate change on conflict between livestock holders and non-holders 3. Develop a strategy for addressing human-animal-water conflict 		
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • Others as identified 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Case study handouts with guiding questions ✓ Flipchart paper ✓ Markers or chalk ✓ Masking tape 		
PROCESS	<ol style="list-style-type: none"> 1. Divide participants into groups of 3-5. 2. Hand out case studies and provide the guiding questions found below in “discussion points.” 3. Hand out flipchart paper and markers for groups to compile their answers. 4. Give the groups 45 minutes to read the case study and prepare. 5. Ask the small groups to present their findings back to the entire group. 		
DISCUSSION POINTS	<ul style="list-style-type: none"> • What are the challenges illustrated in this case study? • What are the positions and interests of the various stakeholders? • Should the livestock holders be able to access the community water system for their animals? Why or why not? • What should the Water Usage Committee do to mediate or ameliorate this situation? • How is climate change exacerbating the conflicts in the community? • What do you think should be done to address the needs of the various stakeholders? • Have you seen anything similar to this where you live? What happened? Were the issues resolved? How or Why not? 		
ADAPTATIONS	<p><i>Some potential adaptations to this activity may include:</i></p> <ul style="list-style-type: none"> ❖ Add a debate component to the activity: <ul style="list-style-type: none"> ❖ Divide the plenary into 2-3 groups “Water Usage Committee,” “Livestock Holders,” “Community Members (No Livestock)” ❖ Explain to the participants that there will be ten-minute debate articulating the position and interests of each group ❖ 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 move to discussion. 		

Handout: Unanticipated Consequences of Climate Change: Livestock and Water Conflict

In *COUNTRY*, rural potable water systems are managed and maintained by a community-elected board termed a “Water Usage Committee” (WUC). By law, every rural community must have a WUC who is responsible for managing and maintaining the community water system. The WUC has many responsibilities including holding meetings with the community, reporting the financial status of the water system, maintenance of the system, authorizing connections, protection of the watershed, and more. There is a legal framework in which the WUC must comply. Included in this legal framework is the stipulation that community-based water systems must be used for human consumption only. While the WUC must work within this legal framework, they have the ability to set the rules for the amount of tariff that a household must pay to access the water system and the penalties that may be enforced if a household does not pay their tariff or if they abuse the water system.

When a household does not pay a tariff or abuses the water system (such as through using it for watering animals), the WUC gives a warning the first month; the second month gives a warning plus a fine; and the third month suspends service. However, there are many households that still refuse to pay the tariff. There are many reasons a household may not pay their tariff: insufficient money, unhappiness with the quality or quantity of water, a belief that water should be free, disputes with the WUC, and taking advantage of a family member serving on the WUC are all reasons why community members refuse to pay the water tariff. To add to the complexity, the *COMMUNITY NAME* water systems is built with cutoff valves only installed for a main arm of the system rather than at a household branch. This was done because of the high cost of cutoff valves. This means that cutting off the water at the valve will cut off the water for multiple houses.

In the mountainous region, climate change has had a significant impact. The rainy season has become inconsistent including what time of year the rain comes or if it comes at all. When the rain does come, it can range from intermittent to extremely heavy. The changes in climate has led the area to experience increasing temperatures and long drought periods interspersed with floods. The floods cause erosion which is a serious problem in the area 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*). 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 run dry for three months during the winter season. Surface water sources such as streams have decreased in flow and some have dried up completely.

A few months ago, the WUC began receiving reports that community members are using the potable water system to water their livestock. This has caused issues in the community as the amount of water required for livestock is putting a strain on the capacity of the potable water system. Community members who do not have livestock are frustrated as they feel the livestock owners are not paying

their fair share of water since they are giving so much to their animals. Some livestock owners have also been bringing their cattle into the protected watershed to drink from streams. This results in contamination of the water supply source and is causing illness in the community. While the WUC should be chlorinating the water, the current household water tariff is not sufficient enough to purchase the chlorine on a regular basis.

Frustration is building as more and more households are experiencing the effects of climate change including loss of crops, food insecurity, loss of income, and more. During a WUC general meeting a few months ago, arguments broke out among the community and the committee, as well as between families and neighbors. The WUC warned the livestock holders to refrain from using the potable water sources for their animals, per the legal framework. At the end of the meeting an agreement was made to increase the water tariff to pay for chlorine.

After a few months, the WUC is still facing an issue of community members not paying their tariffs and is still receiving complaints that livestock holders are using the potable water system for their animals. The Committee has had to impose penalties at multiple houses in the community causing friction between the WUC and the households with their water cut off. Some livestock holder households have cut into the PVC distribution line and have rigged hoses to bring water from the distribution line to their animal's water tanks. Others have bypassed the penalties by digging down to the PVC distribution line and cutting into the line to illegally bring water to their house. Not only does this damage the water line, but also causes leakages in the water system and damages the water pressure and flow downstream of these houses. The households who do pay their water tariffs become angry that people are abusing the water system. This has escalated to violent threats between some neighbors in the community.

All of this tension and frustration over the water tariffs have led to the *COMMUNITY NAME* WUC ceasing to collect the tariffs leading to an inability to maintain the water system properly, degradation of the water quantity, and a reduction of the quality of the water in the community. This, in turn, has led to an increase of water borne illnesses and increasing frustration with the WUC. If the tariff continues to not be collected the water system will ultimately fail completely due to lack of maintenance. However, if the livestock holders do not find a way to water their animals, they will lose their livelihoods.

ACTIVITY NAME	Codes	TIME	15-45 minutes									
OBJECTIVES	<p>The purpose of a Code activity is to make attitudes, situations and experiences come to life through experiencing and feeling, done through acting out roles and/or scenarios. Codes can also be used to practice skills. They can be based on real-life cases or designed to bring out certain roles and attitudes. A Code activity is a fairly 'open' technique, allowing the situation to develop once people have their characters and the basic setting established. Codes differ from Role Play (Page 73) activities as they provide the participants with a script to use. A Role Play activity allows the participant to develop the script themselves. They both have advantages, but a Code activity requires less time, can be less threatening for shy or quiet participants, and have the advantage of ensuring that the script has specific information, content, or instructions that the participants must demonstrate. However, a Code activity allows for less creativity.</p> <p>A Code activity may include objectives such as:</p> <table><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
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PROCESS	<table><tr><td>1. Divide participants into groups of people necessary to act out the script.</td></tr><tr><td>2. Provide each participant with a script (see adaptations)</td></tr><tr><td>3. Provide each group with a setting description.</td></tr><tr><td>4. Give groups time to plan and practice their Code – the time needed for this will depend on the complexity of the script.</td></tr><tr><td>5. Ask groups to reconvene in plenary and ask for volunteers to demonstrate their code while the other participants watch.</td></tr><tr><td>6. Discuss each code (if appropriate) or wait until all of the codes have been demonstrated to discuss.</td></tr></table>			1. Divide participants into groups of people necessary to act out the script.	2. Provide each participant with a script (see adaptations)	3. Provide each group with a setting description.	4. Give groups time to plan and practice their Code – the time needed for this will depend on the complexity of the script.	5. Ask groups to reconvene in plenary and ask for volunteers to demonstrate their code while the other participants watch.	6. Discuss each code (if appropriate) or wait until all of the codes have been demonstrated to discuss.			
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❖ Provide participants with a situation and allow them to create characters (see Role Play Activities, page 73).												

ACTIVITY NAME	Codes Example: Respectful versus Disrespectful Care by the Community Animal Health Worker	TIME	1 hour, 30 minutes
OBJECTIVES	<ol style="list-style-type: none"> 1. Discuss the role of the community animal health worker in promoting animal source food consumption. 2. Discuss respect versus disrespect of cultural norms, practices, and behaviors. 3. Discuss respectful methods to changing gender-based cultural norms, practices, and behaviors in animal source food consumption. 		
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • Others as identified 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Scripts and setting descriptions for participants ✓ Props (if desired) 		
PROCESS	<ol style="list-style-type: none"> 1. Choose 12 volunteers to act out the codes. This will involve two groups of six persons. 2. Assign each person a role to act out. 3. Provide the participants with the scripts. 4. Give the participants a few minutes to read their scripts. 5. If the participants wish to practice (or if the facilitator wants to give time for practice), discuss the role of those who are not acting. They should be provided with instructions on their role as viewers. This can be done while the other groups are practicing. The role of viewers is to: <ul style="list-style-type: none"> • Watch the two scenes and identify what the CAHW is doing right and wrong. • Identify the cultural issues that the CAHW is or is not appropriately reacting to. • In the “Respectful” script, consider other ways that this situation could be handled respectfully and be prepared to discuss during plenary. 6. Ask each group to come to the front of the room and act out their scripts. 		
DISCUSSION POINTS	<p>After the “Disrespectful” script:</p> <ul style="list-style-type: none"> • What did the CAHW do wrong? • Why did this approach not work? • What are the cultural reasons that the men were not giving the women ASF? • How should the CAHW have handled this situation? <p>After the “Respectful” script:</p> <ul style="list-style-type: none"> • What did the CAHW do correctly? • Why was this approach better than the other? • What are some other respectful ways that the CAHW could have handled the issues presented in the role play? 		
ADAPTATIONS	<p><i>Some potential adaptations to this 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. ❖ Provide participants with the situation and allow them to create characters (see Role Play Activities, page 73). 		

Handout Script 1: Disrespectful Care by the Community Animal Health Worker

Set the stage as appropriate for the country contexts. Adapt the script as needed including country-appropriate names, issues, and language. This activity requires 6 participants to take a speaking role:

- Narrator
- CAHW
- Nikowe
- Tabor (Nikowe's husband)
- Mikel (Nikowe's son)
- Suresh (Nikowe's son)

Narrator: The community animal health workers in [NAME OF COMMUNITY/REGION] have recently participated in a training that explains the importance of animal source food (ASF) consumption for health and nutrition, particularly for young children. The community animal health workers are now visiting households in their communities to start spreading the message of the importance of ASF consumption. The community animal health worker stops to visit Nikowe, a pregnant woman who is married and has five children.

CAHW: Hello Nikowe, I'm here to speak with you about nutrition in your house. It will take about 15 minutes. Let's go sit in the kitchen so I can see if you have kept it clean like I instructed you the last time I was here.

Nikowe: I am cooking right now for the mid-day meal. I have very little time for a visitor right now.

CAHW: I don't have time to pass by later so it will have to be now.

Nikowe: Yes, okay.

CAHW: Are you eating [NAME OF ASF] in your home?

Nikowe: Sometimes. When we have enough money, we will purchase [NAME OF ASF] or we will slaughter one of our animals to eat.

CAHW: You are pregnant so you should be eating [NAME OF ASF] at least once per day to meet minimum nutrition guidelines. Are you doing that?

Nikowe: No, my husband and sons get [NAME OF ASF] first, because they work in the fields and need the food. Sometimes there is not enough for me.

CAHW: That is foolish. You have to eat the [NAME OF ASF] first because you are pregnant, and the baby needs the nutrition.

(In walks Nikowe's husband, Tabor, and her two oldest sons, Mikel and Suresh)

Tabor: Nikowe, do you have lunch prepared? Why are you sitting and talking?

CAHW: Hello Tabor. I am talking with Nikowe about how important it is that she eats [NAME OF ASF]. She says that you and your sons eat first. Why is she not getting the [NAME OF ASF]?

Tabor: Nikowe is a good wife. She knows that the men eat first.

CAHW: You should let her eat first. She is pregnant and needs the food.

Mikel: When we have enough, she eats [NAME OF ASF]. But we walk all day in the fields and tending the animals. She stays at home and only cares for our sisters. She does not need [NAME OF ASF] as much as we do.

Suresh: Yes. You should not say that we do not take good care of our mother.

CAHW: I just participated in a training and they say that it is most important that the pregnant women eat [NAME OF ASF] because then she will have a healthy baby. Do you not want your new brother or sister to be healthy?

Mikel/Suresh: (*angrily*) Yes of course we do.

CAHW: So then will you give the [NAME OF ASF] to Nikowe first?

Tabor: Yes, if you say we must then we will.

CAHW: I will come back next week to see if everything is in order.

(CAHW leaves)

Tabor: I do not think that he knows what he is talking about. I've had five children and two are strong sons.

Nikowe: Lunch is ready, husband.

(Nikowe serves [NAME OF ASF] as part of the lunch, only giving [NAME OF ASF] to her sons.)

Handout Script 2: Respectful Care by the Community Animal Health Worker

Set the stage as appropriate for the country contexts. Adapt the script as needed including country-appropriate names, issues, and language. This activity requires 6 participants to take a speaking role:

- Narrator
- CAHW
- Nikowe
- Tabor (Nikowe's husband)
- Mikel (Nikowe's son)
- Suresh (Nikowe's son)

Narrator: The community animal health workers in [NAME OF COMMUNITY/REGION] have recently participated in a training that explains the importance of animal source food (ASF) consumption for health and nutrition, particularly for young children. The community animal health workers are now visiting households in their communities to start spreading the message of the importance of ASF consumption. The community animal health worker stops to visit Nikowe, a pregnant woman who is married and has five children.

CAHW: Hello Nikowe, I'm here to speak with you about nutrition in your house. It will take about 15 minutes. Do you have time right now to speak with me?

Nikowe: I am cooking right now for the mid-day meal. I have very little time for a visitor right now.

CAHW: I will pass by later. When is a better time for you?

Nikowe: Can you please come back in the afternoon?

(CAHW leaves, comes back later. We see Nikowe and the CAHW sitting in the kitchen)

CAHW: Thank you for taking time to sit with me, Nikowe. I've recently participated in a training and have learned some information about how important it is to eat [NAME OF ASF]. Are you eating [NAME OF ASF] in your home?

Nikowe: Sometimes. When we have enough money, we will purchase [NAME OF ASF] or we will slaughter one of our animals to eat.

CAHW: There are a lot of important reasons why you should be eating [NAME OF ASF] as a pregnant woman. I know sometimes it is tough to eat [NAME OF ASF] because you may not have enough for everyone in the household. However, if you eat [NAME OF ASF] it will help you to have a healthy baby and will reduce the risk of malnutrition, early childhood diseases, and it will help you to stay healthy. Are you able to eat [NAME OF ASF] at least once a day?

Nikowe: No, my husband and sons get [NAME OF ASF] first, because they work in the fields and need the food. Sometimes there is not enough for me.

CAHW: I understand. As a mother you provide first for your husband and children. However, it is also important that you get enough nutrition in your diet. How can I help you and your family to make some changes so that everyone gets at least a little bit of [NAME OF ASF]?

(In walks Nikowe's husband, Tabor, and her two oldest sons, Mikel and Suresh)

Tabor: Nikowe, do you have lunch prepared? Why are you sitting and talking?

CAHW: Hello Tabor. I am talking with Nikowe about how important it is that she eats [NAME OF ASF]. Do you have some time to sit with us?

Tabor: Yes, let's talk while Nikowe finishes preparing the meal.

(Nikowe leaves the room)

CAHW: I've come back from a training recently and have learned some important information about [NAME OF ASF] and healthy nutrition in the house. Is everyone able to eat some [NAME OF ASF] in your home?

Mikel: When we have enough, everyone eats [NAME OF ASF]. But many times, it us men because we walk all day in the fields and tend the animals. She stays at home and only cares for our sisters. She does not need [NAME OF ASF] as much as we do.

Suresh: Yes, in times where we have plenty, everyone eats [NAME OF ASF].

CAHW: I understand. When times are lean, we must have priorities. In the training I participated in, we learned some very important information about nutrition in the home. We learned a lot about how to keep everyone healthy and how [NAME OF ASF] can help with that. There is a lot of important information to discuss. I would like to have some meetings with the women of the community and then with the men of the community. Would you be willing to attend so we can discuss these matters?

Mikel/Suresh: Sure.

Tabor: Yes. Nikowe can attend if it is not in the morning as she must cook our meals.

CAHW: I will plan for the women in the afternoon and the men in the evening so that I do not disturb your time in the fields.

(Change scenes, CAHW has left. Tabor, Mikel, and Suresh are at the table. Nikowe walks in with lunch)

Nikowe: Lunch is ready, husband.

Tabor: Nikowe, do you have some [NAME OF ASF] on your plate. You must eat some so that we have another strong, healthy child. We will share a little of ours.

(Tabor, Mikel, and Suresh share a little of their [NAME OF ASF], Nikowe eats her lunch)

ACTIVITY NAME	Collective Drawing	TIME	1-2 hours
OBJECTIVES	<p>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.</p> <p>Collective Drawing activities may include objectives such as:</p> <ul style="list-style-type: none"> • Arrange • Construct • Create • Demonstrate • Develop • Draw • Illustrate • Label • Locate 		
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • Others as identified 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Flipchart paper (smaller paper if flipchart is not available) ✓ Markers or chalk 		
PROCESS	<ol style="list-style-type: none"> 1. Divide participants into groups of 3-5. 2. Provide each group with a sheet of flipchart paper and colored markers. 3. Ask the participants to collaborate on an illustration representing the topic or issue. Some ways this activity may be used include: <ul style="list-style-type: none"> • 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. 4. After the participants finish their drawings, ask them to share in plenary and discuss. 		
DISCUSSION POINTS	<ul style="list-style-type: none"> • Discussion questions as related to the topic 		
ADAPTATIONS	<p>Some potential adaptations to a Collective Drawing activity may include:</p> <ul style="list-style-type: none"> ❖ Ask participants to use different colors to represent different themes. ❖ 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 NAME	Collective Drawing Example: Nutrition Security/Insecurity & Animal Source Food Consumption	TIME	1-2 hours
OBJECTIVES	<ol style="list-style-type: none"> 1. Analyze and discuss the benefits to how/why/when people consume ASF. 2. Analyze and discuss the challenges to how/why/when people consume ASF. 3. Analyze and discuss how to address challenges to the consumption of ASF. 4. Discuss the relationship between nutrition security and ASF consumption. 		
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • Others as identified 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Flipchart paper ✓ Markers ✓ Divide (or ask participants to divide) the flipchart paper into three columns. Label the columns “Nutrition Insecure,” “Nutrition Secure,” and “Current Situation” 		
PROCESS	<ol style="list-style-type: none"> 1. Divide participants into groups of 4-6. 2. Provide each group with a sheet of flipchart paper and colored markers. 3. Under each column, ask the participants to draw what the family, household, and livelihoods “look like” in terms of household nutrition. Encourage the participants to think about the direct and indirect links to nutrition. This may include (this list is not exhaustive, and the participants should be encouraged to add other important factors as they desire): <ul style="list-style-type: none"> • What foods are available (ASF or other) • Perceptions of food security • Influences of climate change • Cultural norms and taboos surrounding food • Land tenure and availability • Livestock • Agriculture • Food preferences • Health, wellness, illness • Sources of income 4. Under the column “Nutrition Insecure” ask the participants to draw the factors that lead to food and nutrition insecurity in the community, region, or country where the participants live. 5. Under the column “Nutrition Secure” ask the participants to draw the factors that lead to food and nutrition security in the community, region, or country where the participants live. 6. Under the column “Current Situation,” ask the participants to draw their current situation. 7. After the groups have had time to make their drawings, ask each group to share their results in plenary. 		
DISCUSSION POINTS	<ul style="list-style-type: none"> • What are the core problems that are presented in the nutrition insecure column? • Where does the community/region/country stand in nutrition security when looking at the current situation column? 		

ADAPTATIONS	<ul style="list-style-type: none"> • How can the community/country/region move from the insecure to secure column? ❖ Divide groups by gender. As nutrition is often in the female domain and agriculture/livestock production in the male domain, the groups will have different perspectives that will become apparent in the drawing. ❖ Use a “Future Scenarios” method where the participants draw the current situation in the left column, then draw the ideal situation in the right column, and finally how to move from the current to ideal column in the center. ❖ Use a “Problem and Solutions Trees” method where participants draw a tree. <ul style="list-style-type: none"> ❖ In the trunk of the tree the participants draw the core problem. ❖ In the roots the participants draw the root causes. ❖ In the branches the participants draw the results of the problem. ❖ Then the participants draw a second “Solutions” tree where they draw the core problem in the trunk of the tree. ❖ In the roots the participants draw the root solutions. ❖ In the branches the participants draw the results of the solutions.
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ACTIVITY NAME	Community Mapping	TIME	1-2 hours
OBJECTIVES	<p>The purpose of a Community Mapping activity is to draw a map of the community (or part of it) onto a large sheet of paper (or draw onto a smaller sheet if unavailable). This can be done individually or in groups. The drawings are used to indicate places in the community related to a specific topic such as: livestock, agriculture, species, important locations, watersheds, and more.</p> <p>Community Mapping activities may include objectives such as:</p> <ul style="list-style-type: none"> • Create, • Demonstrate • Identify • Illustrate • Indicate • Label • Locate • Map • Sketch 		
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • Others as identified 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Flipchart paper (smaller paper if flipchart is not available) ✓ Markers or chalk 		
PROCESS	<ol style="list-style-type: none"> 1. Divide participants into groups of 3-5. 2. Provide each group with a sheet of flipchart paper and various colored markers. 3. 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"> • Livestock: watering areas, grazing locations, areas of conflict with wildlife • Agriculture: crops, eroded areas, watersheds, gendered knowledge of species • Environment: species, hotspots, sightings • Community: important locations, roads, resources • Gender: empowered or disempowered spaces, areas where men and women are or are not able to go 4. When the participants finish their maps ask them to share in plenary. 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 NAME	Community Mapping Example: Livestock and Wildlife Conflict	TIME	1-2 hours
OBJECTIVES	<ol style="list-style-type: none"> 1. Identify and map places in the community where livestock come into conflict with wildlife 2. Identify and map places in the community where livestock holders access grazing, water, and other necessary resources 3. Identify and map the movement of livestock and wildlife 		
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • Others as identified 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Flipchart paper (smaller paper if flipchart is not available) ✓ Markers or chalk 		
PROCESS	<ol style="list-style-type: none"> 1. Divide participants into groups of 3-5. 2. Provide each group with a sheet of flipchart paper and various colored markers. 3. Ask the participants to draw a map of the community and illustrate on the map areas that are related to wildlife and livestock. Encourage the participants to include (this list is not exhaustive, and the participants should be encouraged to add all relevant information): <ul style="list-style-type: none"> • Grazing lands • Watering areas • Livestock and wildlife transit paths • Areas of high risk for livestock • Areas of livestock and wildlife conflict • Location of households and other important built environments • Location of important landmarks • Demarcation of private, communal, and protected lands • Watersheds, important natural resources 4. When the participants finish their maps, ask them to share in plenary. 		
DISCUSSION POINTS	<ul style="list-style-type: none"> • Are there any areas on the groups' maps that are different from one another in important ways? <ul style="list-style-type: none"> ○ What are they? ○ Why are they important? • Where are areas that are locations of consistent conflict between wildlife and livestock on the maps? <ul style="list-style-type: none"> ○ Why do you think these are areas of conflict? ○ Where are areas that are inconsistently labeled on the maps as areas of conflict between wildlife and livestock? ○ What are these areas inconsistently labeled? ○ Does this have any significance in what is occurring in terms of the movement of wildlife and livestock, who has access to certain areas, etcetera? • Are there areas on the map where conflict between wildlife and livestock does not occur? <ul style="list-style-type: none"> ○ Why do you think that there is less conflict in these areas? ○ Is there any way to leverage these areas to reduce the livestock/wildlife conflicts 		

	<p>that are occurring? Why or why not?</p> <ul style="list-style-type: none"> • Do the known transit routes of wildlife/livestock result in any conflict? <ul style="list-style-type: none"> ○ When you look at the map, is there any way to change the transit routes of livestock to avoid conflict with wildlife? • Ask other questions as related to what each group presented in their map.
ADAPTATIONS	<p><i>Some potential adaptations to 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 different themes (livestock, wildlife, conflict, property rights, etcetera) ❖ Ask participants to indicate with a sun or a moon if the conflict between wildlife and livestock happen during the day or night. ❖ Provide a map of the community in advance and ask the participants to fill in.

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 • Others as identified 		
MATERIALS & PREPARATION	✓ <i>Materials as needed</i>		
PROCESS	<ol style="list-style-type: none"> 1. Divide participants into groups to represent each side of the debate topic. 2. 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.” 3. When possible, encourage participants to rely on information they have learned in the workshop or other reliable sources. 4. 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 5. Allow groups time to discuss their side and form their arguments. 6. When groups are prepared or when a set time is up, ask participants to sit on opposite sides of the room facing one another. 7. Allow a representative from each group to make an “opening statement.” 8. After the opening statements allow each group to rebut, make new points, or ask questions of the other “side” in turns. 9. 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 (3-5) to plan for the debate, and then bring them back into the larger group that represents their “side.” ❖ Use a “matchstick” discussion method to encourage participation (Page 59) ❖ 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 NAME	Debate Example: Pros and Cons of Increasing Animal Source Food Consumption	TIME	45 minutes
OBJECTIVES	<ol style="list-style-type: none"> 1. Debate the positive benefits and negative consequences of increasing animal source food consumption in [NAME OF COMMUNITY, REGION, COUNTRY] 2. Discuss the benefits of increasing animal source food consumption. 3. Discuss the consequences of increasing animal source food consumption. 4. Discuss how to leverage the benefits of increasing animal source food consumption while decreasing the potential negative consequences. 		
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • Others as identified 		
MATERIALS & PREPARATION	✓ Two chairs		
PROCESS	<ol style="list-style-type: none"> 1. Divide the participants into two teams. Give each team one side of the argument that they will be responsible for developing: <ul style="list-style-type: none"> • Team 1: Increasing ASF consumption will be of benefit to the [COMMUNITY, REGION, COUNTRY] and the benefits will outweigh any consequences. • Team 2: Increasing ASF consumption will have negative consequences to the [COMMUNITY, REGION, COUNTRY] and the consequences will outweigh any benefits. 2. Give the participants 15 minutes to prepare their arguments. 3. Meanwhile, arrange two chairs in the center of the room facing each other. (This is a 'fishbowl' debate.) 4. Ask each team chooses one representative to sit in the chair and start the debate. 5. 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. 6. Continue the debate for 15-20 minutes, then proceed to discussion. 		
DISCUSSION POINTS	<ul style="list-style-type: none"> • What are some of the challenges to increasing ASF consumption? • What are some of the benefits to increasing ASF consumption? • After this debate, where do you see areas of consequences that should be addressed in project design, implementation of projects, or even when promoting ASF consumption? • After this debate, where do you see areas of benefits that should be leveraged in project design, implementation of projects, or even when promoting ASF consumption? 		
ADAPTATIONS	<p><i>Some potential adaptations to this activity may include:</i></p> <ul style="list-style-type: none"> ❖ Ask the participants of each team to line up behind the chair and each person takes 1-2 minutes of the debate. ❖ 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 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> <ul style="list-style-type: none"> • Demonstrate • Describe • Evaluate • Hypothesize • Identify • Interpret • Judge • Predict • Recognize 		
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • Others as identified 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Materials for demonstration ✓ Set up the demonstration with materials as needed. 		
PROCESS	<ol style="list-style-type: none"> 1. Provide roles in the demonstration for as many participants as possible. Explain each participant’s role as necessary. 2. 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). 3. Develop a set of guiding questions to assist the observers in their observations. 4. Run the demonstration activity with all participants performing their roles in the demonstration or as “fishbowl” observers. 5. 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 NAME	Demonstration Example: Identifying External Body Parts of Livestock Animals	TIME	20-30 minutes
OBJECTIVES	<ol style="list-style-type: none"> 1. Demonstrate various external body parts of different farm animals and poultry. 2. Identify the location of common lymph nodes in various species. 3. Identify the location of Pin bone, Hook bone, Point of shoulder, hearth girth 		
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • Others as identified 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ If possible, live livestock animals. If not possible props or drawings of livestock animals. ✓ Relevant safety equipment such as rubber gloves, gum boots, and clothing covers if live animals are available. 		
PROCESS	<p><i>If live animals</i></p> <ol style="list-style-type: none"> 1. Ask participants to gather so that they can see the live animal and the instructor. 2. Point to the different parts of the animal as identified in the objectives. 3. Ask for volunteers to come forward and point to the parts of the animal as you state them. 4. Continue with more complex activities as necessary in the field. <p><i>If prop animals</i></p> <ol style="list-style-type: none"> 1. Ask participants to gather so that they can see a prop animal and the instructor. 2. Point to the different parts of the animal as identified in the objectives. 3. Divide the participants into groups and provide each group with a prop animal. 4. Give the participants time to identify the parts of the animal with a guide or after the instructor demonstrates. 5. Move from group to group and ask the participants to identify the parts of the animal as identified in the objectives. 6. After each group has identified the animal parts, rotate the group to a new animal. <p><i>If drawings of animals</i></p> <ol style="list-style-type: none"> 1. Draw livestock animals on flipchart paper. 2. Demonstrate the parts of the animals on each flipchart paper. Do not label the parts but point them out. 3. Divide the participants into groups. Provide each group with printouts of animals. 4. Give the participants time to identify the parts of the animal with a guide or after the instructor demonstrates. 5. Move from group to group and ask the participants to identify the parts of the animal as identified in the objectives. 		
DISCUSSION POINTS	<ul style="list-style-type: none"> • Ask for questions and clarify any issues. 		
ADAPTATIONS	<p><i>Some potential adaptations to this activity may include:</i></p> <ul style="list-style-type: none"> ❖ Adapt a “Puzzle/Ordering” activity (Page 63). After demonstrating the parts of the animal (live, prop, or drawn), provide the participants with an envelope of labels. Ask the participants to then label a drawing with the parts of the animals. This can also be turned into a race. 		

ACTIVITY NAME	Group Discussion	TIME	15 minutes – 2 hours
OBJECTIVES	<p>There are many varied purposes for conducting a Group Discussion activity. Group discussion can allow participants to give personal insights, thoughts, feelings, emotions, and ideas on a specific topic or theme. It allows a group to conduct an analysis or evaluate events. Group discussion is a common way to process an activity after it has occurred or can lead into a new activity. It can also serve as a standalone activity.</p> <p>Group Discussion activities may include objectives such as:</p> <ul style="list-style-type: none"> Analyze Defend Describe Discuss Explain Identify Rationalize Relate State 		
TARGET AUDIENCE	<ul style="list-style-type: none"> Community NGO Government Agency Workshop Participants Others as identified 		
MATERIALS & PREPARATION	<p>As needed:</p> <ul style="list-style-type: none"> ✓ Matchsticks (or similar) ✓ Object to pass around (totem) ✓ Masking Tape ✓ Markers ✓ Butcher paper or flipchart paper 		
PROCESS	<p>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 methods can range in size from plenary to pairs and can be adapted based on the cultural context. The discussion formats outlined include:</p> <ol style="list-style-type: none"> 1. Unstructured Whole Group 2. Circle Process 3. Speed Dating 4. Waterfall 5. Matchstick 6. Graphic Facilitation 7. Theatre of the Oppressed 8. Unstructured Small Group 9. Buzz Groups <p>1. Unstructured Whole Group Discussion</p> <ol style="list-style-type: none"> 1. Ask participants to form a circle (with or without chairs). 2. Provide participants with a prompt or question to begin discussion. 3. If necessary, ask participants to raise their hand before speaking to help facilitate the conversation, or allow participants to speak at will. 4. In this model the onus is on the facilitator to moderate the discussion. <p>2. Circle Process</p> <p>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 circles, common among</p>		

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

1. Ask participants to sit in a circle (with or without chairs).
2. Note: an icebreaker activity or as the description states “simple ritual” is helpful here.
3. 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.
4. 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.
5. Adaptations
6. 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.

3. “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.

1. 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.
2. 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.
3. 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.
4. 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.

4. “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.

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

- Repeat the process of discussion.
5. Repeat until all groups have joined together into the large group.

5. “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.

1. Ask participants to form a circle (with or without chairs).
2. 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).
3. 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.

6. 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).

1. Tape a large sheet of paper on a location in front of the group of participants.
2. Ask for a volunteer(s) to be a graphic recorder in charge of capturing the conversation in words, images, and symbols.
3. Proceed with discussion.
4. Adaptations:
5. Allow various participants to be the graphic recorder on flipchart paper and compare at the end of discussion.
6. Have more than one graphic recorder and assign them specific tasks to record (ideas, topics, people, places, feelings, and etcetera.)
7. Have participants take turns (example, 5 minutes) as the graphic recorder.

7. 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. 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 73 (Pruitt and Thomas, 2007, p. 216).

From theatreoftheoppressed.org:

1. 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.
2. The spectators are invited to replace this Protagonist and act out - on stage and not from the audience - all possible solutions, ideas, strategies.
3. 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.
4. All spectators have the same right to intervene and play their ideas.
5. FORUM-THEATRE is a collective rehearsal for reality

8. Unstructured Discussion in Small Groups

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

9. 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 in plenary. Buzz Groups are explained in more depth on page 30.

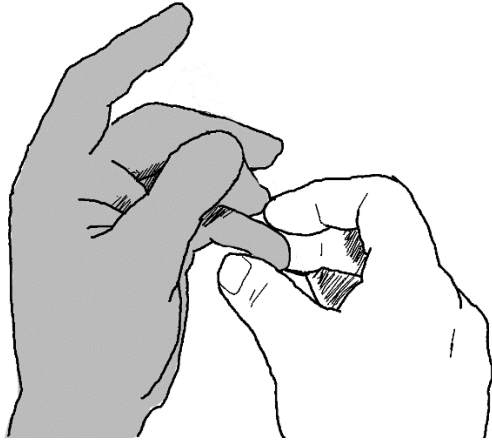
DISCUSSION POINTS	<ul style="list-style-type: none">• <i>Discussion questions as related to the topic</i>
ADAPTATIONS	❖ <i>See above</i>

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 any other topic that must occur in a specific event 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> <p>Puzzle/Ordering activities may include objectives such as:</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 • Others as identified 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Strips of paper with steps written or drawn ✓ Markers ✓ Masking Tape 		
PROCESS	<ol style="list-style-type: none"> 1. Divide participants into groups of 3-5. 2. Provide participants with strips of paper with steps written or drawn. 3. Ask participants to work together to put the items in the correct order. 4. When participants are finished, ask for the 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 Puzzle/Ordering 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 be the first group to order the steps correctly. ❖ Include distractor items that should be removed by the participants. ❖ Include one or more blank slip 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. 		

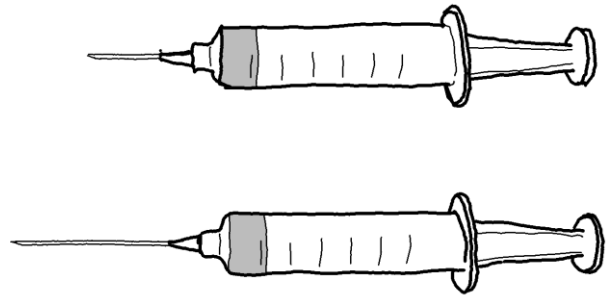
ACTIVITY NAME	Ordering Example: Steps to Giving an Injection to a Cow	TIME	10 minutes
OBJECTIVES	1. List the steps to giving cattle a Subcutaneous (SQ) Injection. 2. List the steps to giving cattle an Intramuscular (IM) Injection.		
TARGET AUDIENCE	Community Workshop Participants NGO Others as identified Government Agency		
MATERIALS & PREPARATION	✓ Strips of paper with steps to giving injections written or drawn for each group ✓ Envelope to hold strips of paper for each group		
PROCESS	<ul style="list-style-type: none"> • Divide participants into groups of 3-5 participants. • Provide participants with strips of paper with the steps to giving injections. Combine the steps of both methods into one envelope in mixed order. • Ask participants to work together to separate the steps into the correct method and to 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"> • When is it most appropriate to use an IM injection? • When is it most appropriate to use a SC injection? 		
ADAPTATIONS	<i>Some potential adaptations to this activity may include:</i> <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. 		

Handout: Steps to Giving a Subcutaneous (SQ) Injection

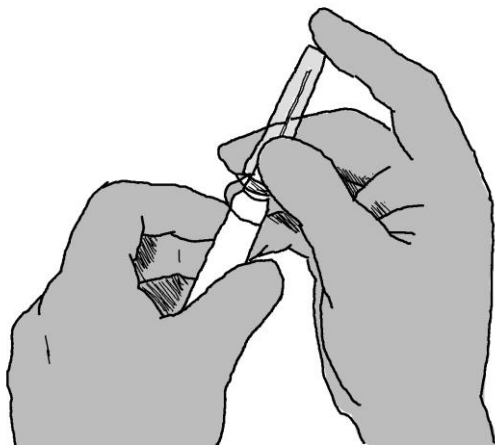
Images adapted from: WikiHow under a creative commons license



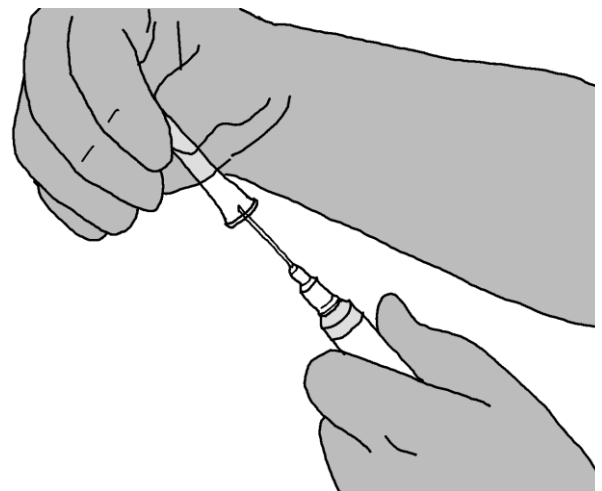
Put on appropriate safety gear such as gloves.



Choose the appropriate needle gauge and length.



Take a syringe and cap it with a needle.



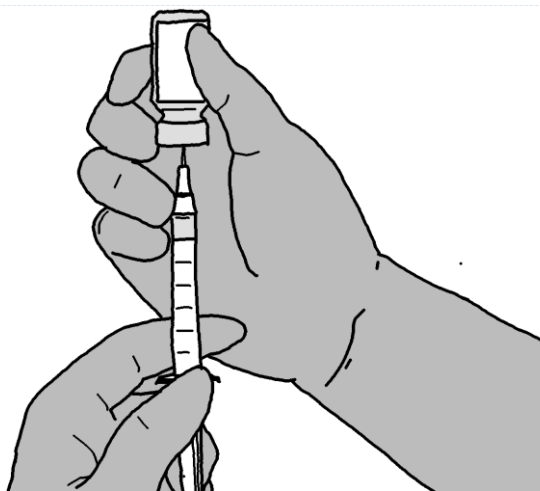
Remove the needle cap.



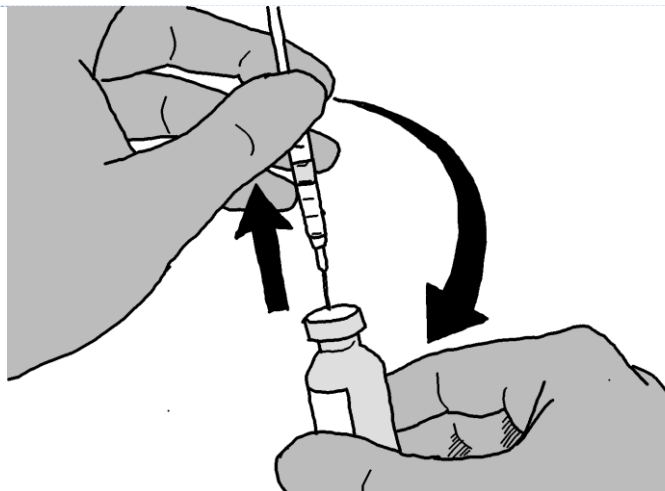
Take a new bottle and remove the aluminum cap.



Poke the needle through the rubber cap.



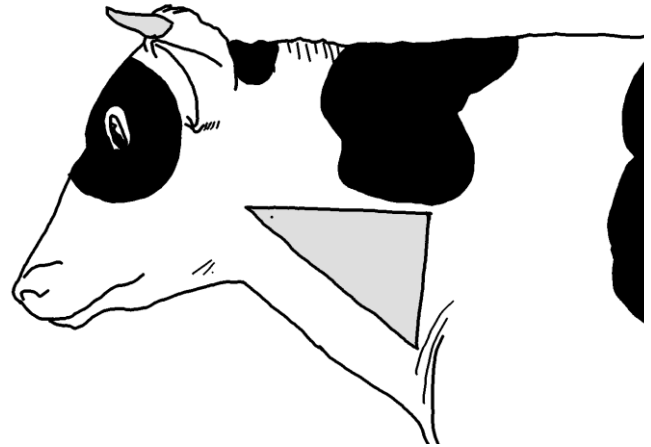
Draw the medication into the syringe.



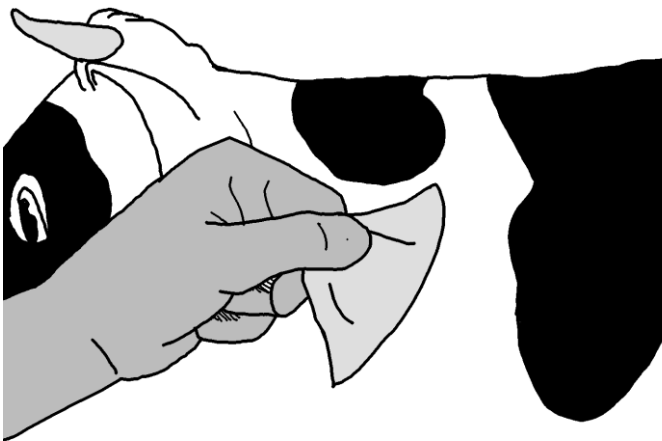
Lower the bottle and slowly remove the needle.



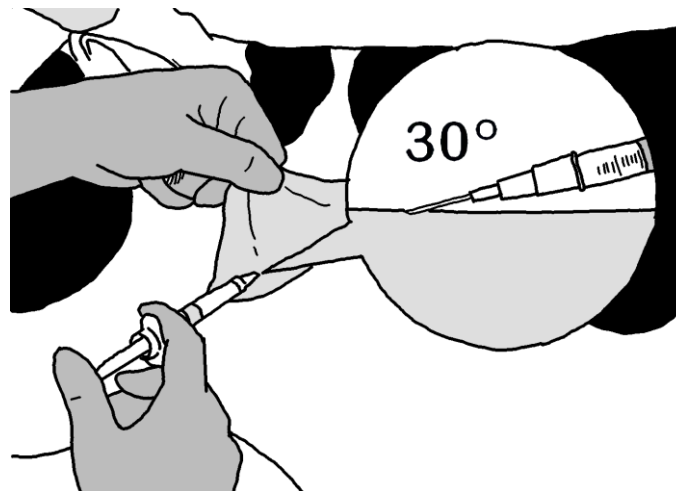
Point the needle upwards to allow any air bubbles present to float to the top.



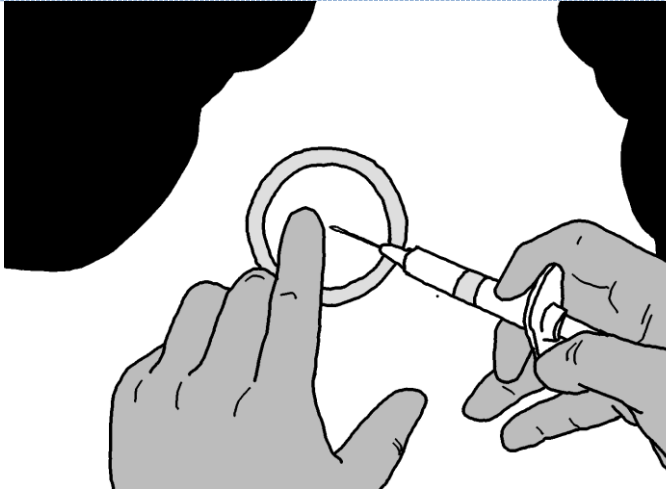
Find the injection site.



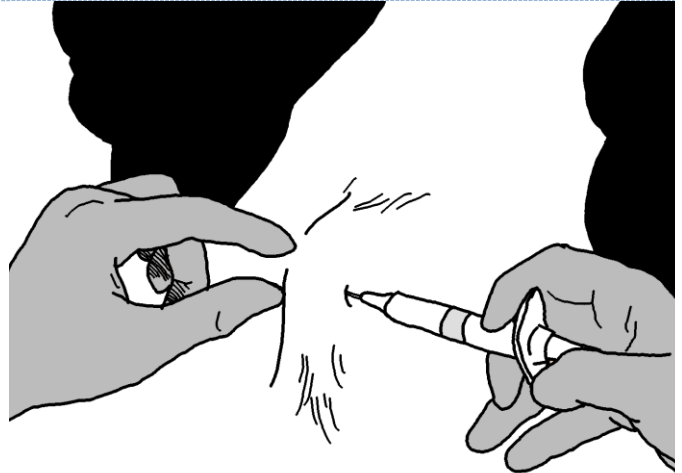
Use the "tenting" technique. Lift the skin straight out and away from the neck to form a "tent."



Angle the needle so that it is at a 30 to 45-degree angle from the surface of the neck.



Using the forefinger of the hand holding the syringe, guide the needle into the center of one side the tent



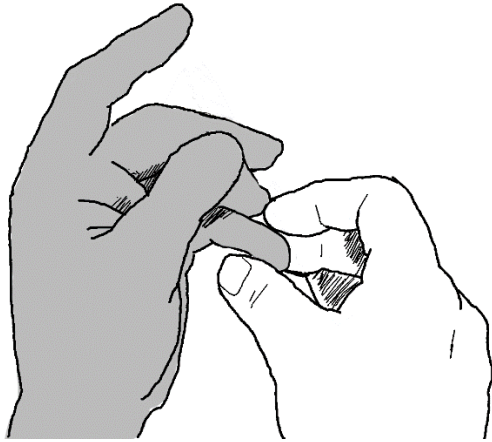
Administer the shot.



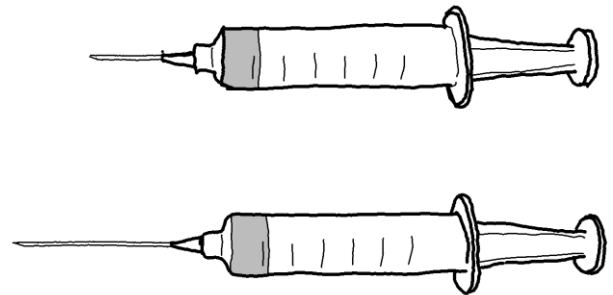
Reduce any bleeding that may occur. Press and rub the injection site with your hand for a few seconds

Handout: Steps to Giving an Intramuscular (IM) Injection

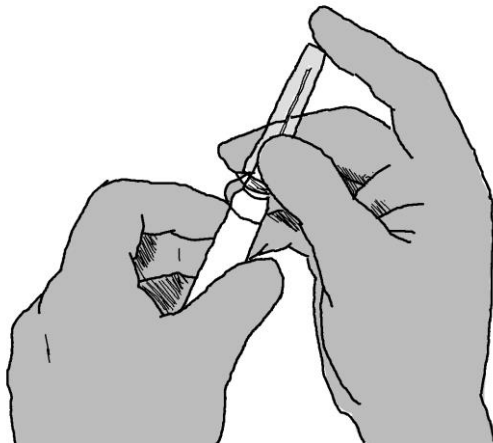
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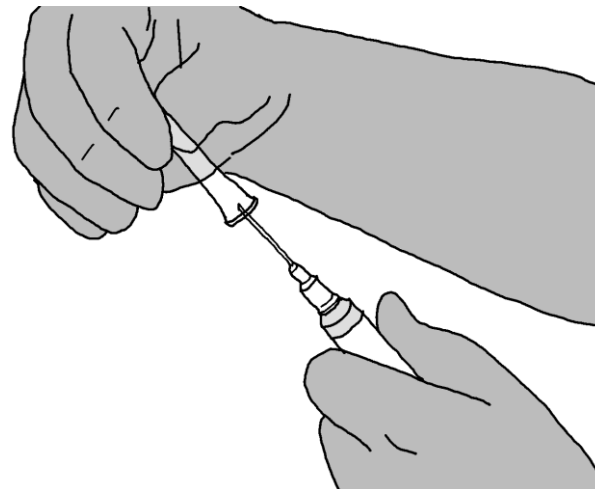
Put on appropriate safety gear such as gloves.



Choose the appropriate needle gauge and length.



Take a syringe and cap it with a needle.



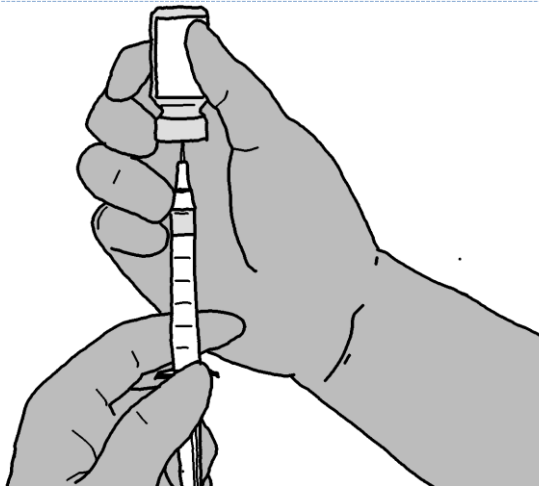
Remove the needle cap.



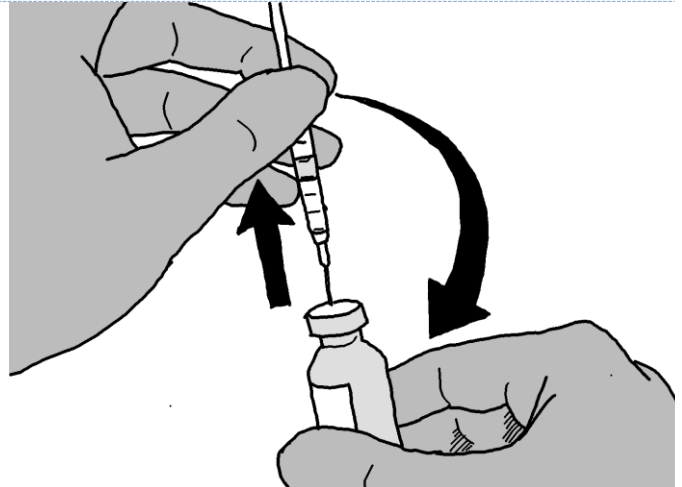
Take a new bottle and remove the aluminum cap.



Poke the needle through the rubber cap.



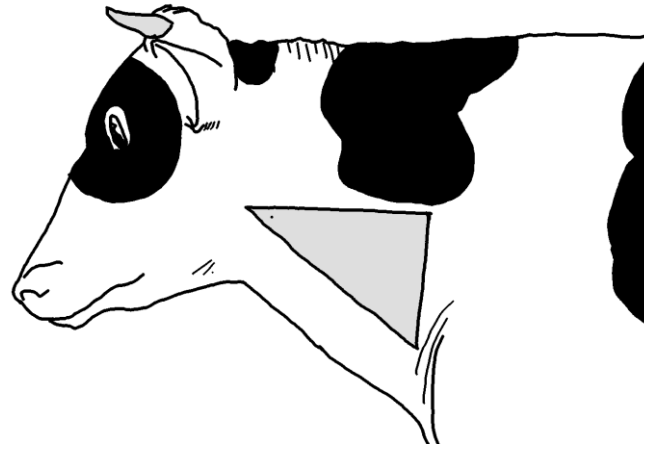
Draw the medication into the syringe.



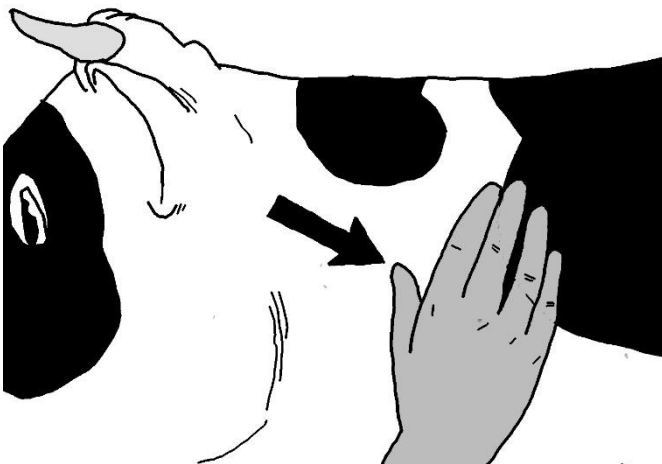
Lower the bottle and slowly remove the needle.



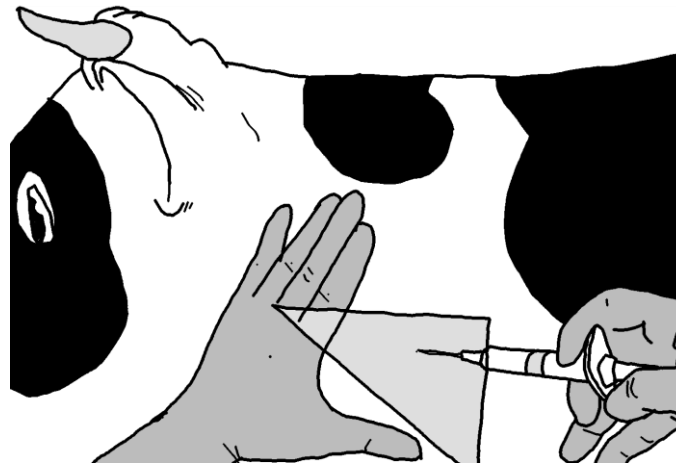
Point the needle upwards to allow any air bubbles present to float to the top.



Find the injection site.



Reduce the painful feeling of the needle. Firmly thump the heel of your hand against the cow's neck two or three times.



Select a location to administer the IM injection.



Put the needle into the cow's neck. Keeping the needle perpendicular to the skin surface.



Once you have checked that you have not hit a blood vessel, you can administer the medication.

ACTIVITY NAME	Role Play/Socio Drama	TIME	1-2 hours
OBJECTIVES	<p>The purpose of a Role Play or Socio Drama activity is to make attitudes, situations and experiences come to life through acting them out. This allows the participants to experience, albeit in an artificial environment, an issue. Role play can also be used to practice skills. Role plays can be based on real-life cases or designed to bring out desired 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> <ul style="list-style-type: none"> • Act • Create • Demonstrate • Describe • Show • Tell 		
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • Others as identified 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Character descriptions and setting descriptions for participants (if needed) ✓ Props (if desired) 		
PROCESS	<ol style="list-style-type: none"> 1. Divide participants into groups with the number of people necessary to act out the roles 2. Provide each group with short character sketches that explain the character that they will act out (see adaptations) 3. Provide each group with a setting that they may use to set the role play. 4. Give groups time to plan and practice their role play – the time for this will depend on the complexity of the role play. 5. Ask the groups to reconvene in plenary. 6. Ask for volunteers to demonstrate their role play while the other participants watch. 7. 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>Some potential adaptations to a Role Play/Socio Drama activity may include:</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, Page 43). ❖ For low literacy groups, provide participants with their characters verbally or through drawings. 		

ACTIVITY NAME	Role Play/Socio Drama Example: Messaging and Negotiating Animal Source Food Consumption	TIME	1-2 hours
OBJECTIVES	<ol style="list-style-type: none"> 1. Discuss when and why messaging is important in the promotion of animal source food consumption. 2. Discuss when and why negotiation is important in the promotion of animal source food consumption. 3. Demonstrate methods of negotiation and messaging in the promotion of animal source food consumption. 		
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • Others as identified 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Slips of paper, each with one of the role play activities. Add more role play prompts as appropriate for the context. ✓ Props as desired 		
PROCESS	<ol style="list-style-type: none"> 1. Divide the participants into groups of 4-5. 2. Provide each group with one of the role play activities. 3. Explain to the participants that they will act out the issues presented in the case study, and how they will address them through appropriate ASF messaging and negotiation with stakeholders. 4. Give the participants 15-20 minutes to prepare their role plays. 5. Walk through the room and respond to any questions, clarifications, or concerns that the groups may have. 6. After the groups are prepared, ask the participants to return to plenary. 7. In plenary, ask each group to demonstrate their role play. 8. Give the participants a chance to ask the group any questions or for clarifications. 9. Address any areas of concern in the role play and provide positive feedback where the group did well in addressing the issue presented. 		
DISCUSSION POINTS	<ul style="list-style-type: none"> • <i>Note: When appropriate, ask probing questions between role play demonstrations.</i> • Would anybody handle the issue differently than this group did? How and why? • When practicing the role plays, where does appropriate messaging of the benefits of ASF become important? • When practicing the role plays, where does appropriate negotiation with cultural norms and beliefs become important? • What does this tell us about the importance of engaging livestock holders and their families when promoting ASF consumption? 		
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 specific characters as part of their role play roles. Example: community animal health worker, livestock holder, mother, etcetera. 		

Handout Role Play: Messaging and Negotiating Animal Source Food Consumption

Role Play 1

You visit Thandiwe, who is 4 months pregnant. As is typically for gender norms in her culture, she first gives the older men meat, then the male children, then the other women and girls in the house, and she herself last. This means that she rarely gets any meat in her diet.

Role Play 2

In [COMMUNITY/REGION/COUNTRY], [NAME OF ASF] has the potential to decrease the consequences of under-nutrition and malnutrition in children. However, [NAME OF ASF] is usually sold rather than consumed. The men typically make the decision on what/when to sell whereas the women are responsible for household nutrition.

Role Play 3

In [COMMUNITY/REGION/COUNTRY], [NAME OF ASF] has the potential to increase household nutrition and to increase household income. However, most of the people who raise [NAME OF ANIMAL] are using outdated or ineffective methods of controlling livestock diseases. Due to local cultural norms and beliefs, they are resistant to using new methods.

Role Play 4

In [COMMUNITY/REGION/COUNTRY], [NAME OF ASF] has the potential to increase household nutrition and to increase household income. Local governmental and non-governmental agencies have done multiple trainings in the community, but when visiting the community, it is clear that the livestock holders are not adopting the food safety procedures that have been taught.

ACTIVITY NAME	Statement Ranking	TIME	15-45 minutes
OBJECTIVES	<p>The purpose of a Statement Ranking activity is to draw out participants' opinions and personal experiences of a topic(s) and to facilitate 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.</p> <p>Statement Ranking activities may include objectives such as:</p> <ul style="list-style-type: none"> Assess Demonstrate Estimate Evaluate Indicate Judge Order Rank Rate 		
TARGET AUDIENCE	<ul style="list-style-type: none"> Community NGO Government Agency Workshop Participants Others as identified 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Placard or sign indicating the extreme range of responses: <i>Example: "Totally Agree" and "Totally Disagree"</i> ✓ List of statements relevant to the topic 		
PROCESS	<ol style="list-style-type: none"> 1. Ask participants to stand and arrange themselves in a line between the two signs, facing the facilitator. 2. 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." 3. Ask participants to arrange themselves without speaking about the statement – this will help to prevent tension from rising as statements become increasingly difficult. 4. Read each statement. 		
DISCUSSION POINTS	<ul style="list-style-type: none"> • During the activity the facilitator should elicit examples and explanations for their rankings from the participants, where appropriate. • <i>Discussion questions as related to the topic</i> 		
ADAPTATIONS	<p><i>Some potential adaptations to a Statement Ranking activity may include:</i></p> <ul style="list-style-type: none"> ❖ 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. ❖ Instead of a group activity have participants rank their statements individually on paper (for example using a line-scale) for self-reflection. 		

ACTIVITY NAME	Statement Ranking Example: Animal Source Food Consumption	TIME	15-45 minutes
OBJECTIVES	1. Identify and discuss blockages to animal source food (ASF) consumption in a [COMMUNITY, REGION, COUNTRY]		
TARGET AUDIENCE	<ul style="list-style-type: none"> Community NGO Government Agency Workshop Participants Others as identified 		
MATERIALS & PREPARATION	<ul style="list-style-type: none"> ✓ Placard or sign indicating “Totally Agree” and “Totally Disagree” ✓ List of 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	<ol style="list-style-type: none"> 1. Ask participants to stand and arrange themselves in a line between the two signs, facing the facilitator. 2. 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.” 3. Ask participants to arrange themselves without speaking about the statement – this will help to prevent tension from rising as statements become increasingly difficult. 4. Read each statement. During the activity the facilitator should elicit examples and explanations for their rankings from the participants, where appropriate. <p>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</p> <ul style="list-style-type: none"> • [COUNTRY NAME] has the best football (soccer) team in the world. • My mother made or makes the best [POPULAR FOOD IN COUNTRY] in [COUNTRY NAME]. <p>Now let's try some more complex statements</p> <ul style="list-style-type: none"> • There is easy access to [NAME OF ASF] in [COUNTRY/REGION/COMMUNITY] • People in [COUNTRY/REGION/COMMUNITY] prefer to eat [NAME OF ASF]. • People in [COUNTRY/REGION/COMMUNITY] do not eat [NAME OF ASF] because: <ul style="list-style-type: none"> ○ of cultural norms or taboos. ○ it is difficult to access or is too expensive. ○ they prefer to sell it for income. ○ they do not know how to raise or manage it. • People in [COUNTRY/REGION/COMMUNITY] do not eat [NAME OF ASF] because it is too difficult to manage: <ul style="list-style-type: none"> ○ diseases. ○ the water needs of the [ANIMAL NAME]. ○ the fodder needs of the [ANIMAL NAME]. ○ the land needs of the [ANIMAL NAME]. ○ wildlife conflict. • People in [COUNTRY/REGION/COMMUNITY] prefer [NAME OF ASF] over 		

	<p>[NAME OF ASF].</p> <ul style="list-style-type: none"> • [NAME OF ASF] is a good food to improve the health of children. • People in [COUNTRY/REGION/COMMUNITY] will: <ul style="list-style-type: none"> ○ buy [NAME OF ASF] if they believe it will improve the health of their children. ○ grow [NAME OF ASF] if they believe it will improve the health of their children. ○ eat [NAME OF ASF] if they believe it will improve the health of their children. • People in [COUNTRY/REGION/COMMUNITY] will NOT eat [NAME OF ASF] because of cultural norms or taboos, even if they know it will improve the health of their children.
DISCUSSION POINTS	<ul style="list-style-type: none"> • <i>During the activity the facilitator should elicit examples and explanations for their rankings from the participants, where appropriate.</i> <ul style="list-style-type: none"> ○ 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 the challenges of ASF consumption? • Where do these norms, expectations, or biases come from? • Is it important to understand the perceptions surrounding ASF consumption in [COUNTRY/REGION/COMMUNITY]? Why or why not?

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 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> <ul style="list-style-type: none"> • Demonstrate • Dramatize • Explain • Paraphrase • Rewrite • Share • Show • Tell • Write 			
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • Others as identified 			
MATERIALS & PREPARATION	<p>As desired or needed:</p> <ul style="list-style-type: none"> ✓ Paper ✓ Pens or pencils ✓ Markers ✓ Props ✓ Flipchart paper 			
PROCESS	<p><i>Note:</i> Storytelling activities that are designed to elicit very personal narratives typically follow a structure of activities that are meant to (1) create a safe space among participants, (2) provide the foundation for writing the story, and (3) 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.</p> <ol style="list-style-type: none"> 1. Divide participants into groups of 2-4 participants. 2. Provide participants with prompt or similar instructions for writing their story. 3. Provide participants adequate time to write their story depending on the complexity of the prompt. 4. Provide paper, pens and pencils if the story is to be written. Provide flipchart paper and markers if the story is to be illustrated. 5. Provide props (if available) if the story is to be acted out (See Role Plays, Page 73). 6. Once participants have finished their stories, ask for volunteers to share their story in plenary. It is encouraged to remind participants that they should be respectful during this process. 			
DISCUSSION POINTS	<ul style="list-style-type: none"> • Discussion questions as related to the topic 			
ADAPTATIONS	<p><i>Some potential adaptations to a Storytelling activity may include:</i></p> <ul style="list-style-type: none"> ❖ If participants have low literacy, allow them to create their stories orally, through drawing, dance, song, or another 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 49 ❖ Combine with a role-play activity and allow the participants to act out their story/stories in groups, page 73 ❖ Combine with a code activity and ask participants to create a script that illustrates their story, page 43 			

ACTIVITY NAME	Storytelling Example: River of Life – Nutrition Security	TIME	1-2 hours
OBJECTIVES	<p><i>This activity is adapted from the “River of Life” participatory activity that is available in many facilitation and training manuals. In this adaptation the community members can either draw their individual experiences or the general experience of the community as a whole. The former will lead to more personal stories and should only be used if it is appropriate for the context. The latter activity is more appropriate if the participants are not familiar with one another or if trust between the participants has not yet been established.</i></p> <ol style="list-style-type: none"> 1. Analyze and discuss the benefits to how/why/when people consume ASF. 2. Analyze and discuss the challenges to how/why/when people consume ASF. 3. Analyze and discuss how to address challenges to the consumption of ASF. 4. Discuss the relationship between nutrition security and ASF consumption. 		
TARGET AUDIENCE	<ul style="list-style-type: none"> • Community • NGO • Government Agency • Workshop Participants • Others as identified 		
MATERIALS & PREPARATION	<p>As needed:</p> <ul style="list-style-type: none"> ✓ Paper ✓ Pens or pencils ✓ Flipchart paper ✓ Masking tape 		
PROCESS	<ol style="list-style-type: none"> 1. Divide participants into groups as small as 2 or as large as 5. 2. Ask participants to think about their own story (or the community story) as a river. Encourage the participants to think of times of plenty as fast moving waters, and times of need as slow moving waters with rocks and other kinds of challenges. 3. Encourage the participants to think about the direct and indirect links to nutrition. This may include (this list is not exhaustive, and the participants should be encouraged to add other important factors as they desire): <ul style="list-style-type: none"> • Influences of climate change • Land tenure and availability • Livestock production • Agriculture production • Health, wellness, illness • Infrastructure changes in the community • Changes in the family (births, deaths, marriages, children, migration) 4. Participants should be encouraged to think of their river as moving from the past, into the present, and then into the future. 5. Provide participants time to draw their river – at least 30 minutes. 6. Ask for groups to volunteer to share their story in plenary. 		
DISCUSSION POINTS	<ul style="list-style-type: none"> • How has the community changed over time in terms of nutrition security? • Where have there been times of plenty? In what important ways were those times different than times of need? • Where have there been times of need? In what important ways were those time different than times of plenty? 		

	<ul style="list-style-type: none"> • What does the future look like for nutrition security? • What needs to change at the current bend in the river for the family/community to be nutrition secure in the future? • <i>Other discussion questions as brought about by the illustrations in the stories.</i>
ADAPTATIONS	<p><i>Some potential adaptations to this activity may include:</i></p> <ul style="list-style-type: none"> ❖ 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 another non-written format. ❖ Allow participants to create their stories individually rather than in groups. ❖ Combine with a role-play activity and allow the participants to act out their story/stories in groups, page 73 ❖ Combine with a code activity and ask participants to create a script that illustrates their story, page 43

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 appropriate learning objectives (Page 7) 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 7) 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

When pairing objectives with evaluative activities, the most important factor is the measurable action verb in the learning objective and how that relates to the topic of the training. It is also important to ensure that the activity is appropriate for the level of complexity of the action verb. For example, "At the end of this workshop, the community animal health workers will be able to demonstrate how to vaccinate a 1-year old calf, using the correct dosage and needle techniques." suggests that the participants must be able to somehow show the facilitator that they can correctly vaccinate a cow. This could be done through an ordering activity where the participants put the steps to vaccination in the correct order. It can also be done through a demonstration by the participant vaccinating a live animal. The method of evaluation will depend 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:

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- 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

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University of North Carolina Wilmington. (2014). Writing SMART learning objectives. Available at: <http://uncw.edu/career/documents/WritingSMARTLearningObjectives.pdf>

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