Introduction

This Resource Material on Participatory Training and Nonformal Education is intended for use of IPM facilitators and other field workers responsible for training trainers as well as farmers. The material is divided into four parts, namely:

Part I - Concepts and principles of adult nonformal education

Part II - Training methods of and approaches to adult nonformal education. (Excerpts have been lifted from The Winning Trainer by Julius E. Eitington with permission from the Gulf Publishing Company.)

Part III - Group dynamics activities/Team building exercises. (Permission has also been obtained from the Ateneo de Manila Publishers to adapt exercises from Group Process and the Inductive Method by Carmela D. Ortigas. Other exercises were adapted from Training for Transformation by Anne Hope and Sally Timmel published by Mambo Press.) Most of the exercises were written up based on experiences in season-long Training of Trainers and Farmers’ Field Schools in the Philippines.

Part IV - Exercises on participatory methods for evaluating training.

The idea of organizing this resource material was to give trainers examples of what methods, approaches and exercises could be designed to make learning more fun and interesting for trainers as well as farmers. The exercises do not intend to limit training experiences. Trainers and farmers are encouraged to continue improving training quality by creating new or adapting existing activities based on their experiences which they can use in working with groups.
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Resource Material on
Participatory Training
and
Nonformal Education

IPM National Programme
Vietnam

Plant Protection Department
Food and Agriculture Organization

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Adult Nonformal Education: Concepts and Principles
The Adult Learning Process

Adults differ from children in the way they learn. For learning to be effective it has to be relevant to their daily lives. They need to see immediate results to validate the information based on their experiences and because of their numerous experiences it sometimes becomes difficult to present new ideas and viewpoints.

Adult learners normally go through some phases of a learning cycle. These phases are experiencing, analyzing, processing and generalizing.

Malcolm Knowles points out that adults have a wide experience and have learned much from life. Learning something new (experiencing) is not just achieved in an instant. The adult learner will have to go back to his old knowledge/skill. It may sometimes be necessary to break apart and review the existing knowledge/skill (analyzing) as well as test the new ideas. The new learning will have to be internalized (processing) by making it relevant to one’s self. It may have to be shared with other people as part of the process. Only after this can the learning be applied when confronted with a similar situation (generalizing).

Each learner goes through the learning cycle in a unique way. One may spend more time in a particular stage of the cycle. Another learner may just go quickly through all the stages.

Knowing this and following some basic principles, trainers can help adults learn more effectively.

Principles of Adult Learning

Principle 1

Learning is an experience which occurs inside the learner and is activated by the learner. The process of learning is primarily controlled by the learner and not by the facilitator (group leader). Changes in perception and behavior are mere products of human meaning and perceiving rather than any forces exerted upon the individual. Learning is not only a function of what a facilitator does to or says to or provides for a learner. More significantly, learning has to do with something which happens in the unique world of the learner. It flourishes in a situation in which teaching is seen as a facilitating process that assists people to explore and discover the personal meaning of events for them.

No one directly teaches anyone anything of significance. If teaching is defined as a process of directly communicating an experience or a fragment of knowledge, then it is clear that little learning occurs as a result of this process and the learning that does take place is usually inconsequential. People learn what they want to learn, they see what they want to see, and hear what they want to hear. When we create an atmosphere in which people are free to explore ideas in dialogue and through interaction with other people, we educate them. Very little learning takes place without personal involvement and meaning on the part of the learner. Unless what is being learned has personal meaning for the individual, he will shut it out from his field of perception. People forget most of the content “taught” to them and retain only the content which is relevant to them personally.

Principle 2

Learning is the discovery of the personal meaning and relevance of ideas. People more readily internalize and implement concepts and ideas which are relevant to their needs and problems. Learning is a process which requires the exploration of
ideas in relation to self and community so that people can determine what their needs are, what goals they would like to formulate, what issues they would like to discuss, and what content they would like to learn. Within broad programmatic boundaries, what is relevant and meaningful is decided by the learner(s), and must be discovered by the learner.

Principle 3

Learning (behavioral change) is a consequence of experience. People become responsible when they have really assumed responsibility; they become independent when they have experienced independent behavior; they become able when they experienced success; they begin to feel important when they are important to somebody; they feel liked when someone likes them. People do not change their behavior merely because someone tells them what to do or how to change. For effective learning, giving information is not enough, e.g., people become responsible and independent not from having other people tell them that they should be responsible and independent but from having experienced authentic responsibility and independence.

Principle 4

Learning is a cooperative and collaborative process. “Two heads are better than one.” People enjoy functioning independently but they also enjoy functioning interdependently. The interactive process appears to “scratch and nick” people’s curiosity, potential and creativity. Cooperative approaches are enabling. Through such approaches people learn to define goals, to plan to interact and to try group arrangements in problem solving. Paradoxically, as people invest themselves in collaborative group approaches they develop a firmer sense of their own identification. They begin to realize that they count, that they have something to give and to learn. Problems which are identified and delineated through cooperative interaction appear to challenge and to stretch people to produce creative solutions and to become more creative individuals.

Principle 5

Learning is an evolutionary process. Behavioral changes require time and patience. Learning is not a revolutionary process. When quick changes in behavior are demanded, we often resort to highly structured procedures through which we attempt to impose learning. Whether such learning is lasting and meaningful to the learner is doubtful. Implicit in all the principles and conditions for learning is an evolutionary model of learning. Learning situations characterized by free and open communication, confrontation, acceptance, respect, the right to make mistakes, self-revelation, cooperation and collaboration, ambiguity, shared evaluation, active and personal involvement, freedom from threat, and trust in the self are evolutionary in nature.

Principle 6

Learning is sometimes a painful process. Behavioral change often calls for giving up the old and comfortable ways of believing, thinking, and valuing. It is often “downright” uncomfortable to share one’s self openly, to put one’s ideas under the microscope of a group, and to genuinely confront other people. If growth is to occur, pain is often necessary. However, the pain of breaking away from the old and the comfortable is usually followed by appreciation and pleasure in the discovery of an evolving idea or a changing self.

Principle 7

One of the richest resources for learning is the learner himself. In a day and age when so much emphasis is being placed upon instructional media, books, and speakers as resources for learning, we tend to overlook perhaps the richest source of all - the learner himself. Each individual has an accumulation of experiences, ideas, feelings and attitudes which comprise a rich vein of material for problem solving.
and learning. All too often, this vein is barely tapped. Situations which enable people to become open to themselves, to draw upon their personal collection of data, and to share their data in cooperative interaction with others maximize learning.

**Principle 8**

*The process of learning is both emotional as well as intellectual.* Learning is affected by the total state of the individual. People are feeling beings as well as thinking beings and when their feelings and thoughts are in harmony, learning is maximized. To create the optimal conditions in a group for learning to occur, *people must come before purpose.* Regardless of the purpose of a group, it cannot be effectively accomplished when other things get in the way. If the purpose of the group is to design and carry out some task, it will not be optimally achieved if people in the group are fighting and working against each other. If the purpose of the group is to discuss current issues and problems in a given field with reason and honesty then it will not be achieved if people are afraid to communicate openly. Barriers to communication exist in people and before we can conduct “official business” we need to work with the people problems that may exist in a group. It might be said that in any group, regardless of the group problems which exist, enough group intellectual capacity remains intact for members of the group to acquire information and skills. However, to maximize the acquisition and internalization of ideas it seems reasonable that the people problems would have to be dealt with first.

**Principle 9**

*The process of problem solving and learning are highly unique and individual.* Each person has his own unique style of learning and solving problems. Some personal styles of learning and problem solving are highly effective, other styles are not as effective, and still others may be ineffective. We need to assist people to define and to make explicit to themselves the approaches they ordinarily use so that they can become more effective in problem solving and learning. As people become more aware of how they learn and solve problems and become exposed to alternative models used by other people, they can refine and modify their personal styles so that these can be employed more effectively.
Purpose:
• Discuss how adults learn
• Discuss conditions which are important for adult learning

Materials: Pieces of writing paper (one per participant), ballpens (one per participant), poster paper, marker, tape

Procedure: Ask participants to think of the most important thing each of them learned not from school which affects her daily life. Write this one the paper. Think of how she learned it by answering the following questions:

1. Why did you learn it?
2. Who helped you to learn it?
3. What was the relationship between you and the person who helped you learn it?
4. What was the situation in which you learned it?
5. In what way did you learn it?
6. What made learning it easier or more difficult?

Discussions:
As participants discuss about items in their lists, summarize on the poster paper:

<table>
<thead>
<tr>
<th>Content:</th>
<th>What they learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation:</td>
<td>Which helped them to learn</td>
</tr>
<tr>
<td>Method:</td>
<td>How they learned</td>
</tr>
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<td>People:</td>
<td>Who helped them to learn</td>
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Note:
Facilitator may keep in mind the following points from Malcolm Knowles:
1. Adults have a wide experience and have learned much from life. They learn much from their peers. Facilitators can help them share their own experience and create a situation where they are encouraged to dialogue with one another.
2. Adults are interested and learn quickly about those things that are relevant to their lives.
3. Adults have a sense of personal dignity.
4. As adults grow older their memories may get weaker but their powers of observation and reasoning often grow stronger.

Concepts and Principles of Adult Learning

Purpose:
• Define adult nonformal education
• Explain some concepts and principles of adult learning

Materials:
Principles of adult learning printed on separate sheets of paper

Procedure: Ask participants to count off by 9’s (as there are nine principles to be discussed). Ask all #1’s, #2’s etc. to group together. Give each small group one principle to discuss in 15 minutes. After 15 minutes ask each group to explain what the principle assigned to them means.

When the activity is most appropriate:
This activity should be done during the first week of training. If possible, it should be done during the first training day. Discussing about nonformal education will help trainers understand the training process better as well as appreciate the nature of activities.
Adult Nonformal Education: Methods and Approaches
HOW TO START THINGS OFF

When we give our creative being its proper place in our lives, we have a sense of meaningfulness and purposefulness. The moment we touch upon this wellspring of life a change takes place in our personality. That is the moment of breakthrough.

--Pir Vilayat Inayat Khan, head of the Sufi Order in the West, speaker and author on science, mysticism, and holistic health

Only that day dawns to which we are awake.

--Henry David Thoreau (1817-1862), U.S. naturalist, philosopher and writer

Suppose your could, through some magical gift, have the power to tune in on the thoughts and shared conversations of the participants who are about to enter one of your training programs. Intriguing? Or frightening, perhaps?

Assuming you could tune in on their wavelengths, you might hear thoughts and statements such as these:

"I wonder if I made the right decision in coming here."
"I bet it's the same old stuff."
"It looks like I don't know any one here at all."
"I hope it can pick up all this stuff they'll probably throw at me."
"I wonder what these other people are like."
"If my boss hadn't insisted I come, I sure wouldn't be here. No way."
"I hope the lectures won't be too dull."
"I'm sure they'll tell us they want questions. I wonder if they mean it? How candid can I really be here?"
"Will I look good in this group?"
"Will the trainers be nice or just the usual smart alecks? I certainly hope they don't treat us like we're still in the fourth grade."

If these thoughts are realistic, may we, then, pose the following questions to you: How do you start your training programs? Do you begin conventionally by getting all the announcements out of the way? ("I have been asked to announce that the painters will be moving their equipment into the training room at 3:45 P.M.") Do you button down the usual "administrivia" concerning coffee breaks, starting and quitting time, the location of the rest rooms, the nature of the luncheon menu, etc.? Do you launch things with an account of the history of this program? Do you crisply list (or worse, read) the program objectives? Do you zip into session one in high gear so everyone knows you mean business? Do you introduce people to one another? Do you distinguish between "icebreakers" and "openers?" Do you use more than one icebreaker or opener? If you use one of these or another procedure, what is your training rationale for it? Have you reflected on that at all? Have you discussed it with a colleague or subordinate? Or have you merely acted out of habit?

Both icebreakers and openers are start-up activities that help participants ease into the program. Icebreakers are relatively subject-matter free whereas openers relate directly to the content (subject matter) of the session, course,
or program. Thus, if everyone knows one another, icebreakers may not be necessary. But regardless of the participants' prior acquaintances with one another, an opener would seem to be quite desirable in any program.

Basically you can start a training program in only one of two ways:

1. By introducing the participant group to the content at the outset.
2. By easing the group into things before involving them directly in the subject matter.

Regardless of which start-up procedure you use, you should recognize that your approach to the opening of the program communicates loud and clear:

- Your philosophy of learning
- Your style of training
- Your attitudes toward the participants as learners
- Your anxiety level

In other words, your first communication effort, whether you have reflected on it or are conscious of it, is immediately creating attitudes toward you and your program. Why? Because a basic principle of communication is that all behavior with others is perceived (subject to the perception of others). Behavior does not take place in a vacuum. Rather, it is observed, sifted, weighed, interpreted, and given meaning by those who experience it. The meaning may not be the one we intend, but it registers its impact, nevertheless.

Hence the need to make certain that the opening of your program communicates what you really want it to. I think it is far more important to provide the right communication about ourselves and our program in the first hour, than it is to bombard participants immediately with the course material per se.

A well-thought-out, professional training effort should give full attention to icebreaking and/or opening activities because they:

- Warm up (energize) the participants and thus put them at ease; learning proceeds best when the learners are ready to learn.
- Set the tone for the program and indicate whether the program will be participative, "sit and listen," or some mixture of these approaches to learning.
- Indicate who has responsibility for learning. You want to communicate that the trainer is a facilitator and that only the participant can assume responsibility for what is learned.
- Communicate immediately the kind of trainer you are--relaxed or compulsive, friendly or distant, super-sober or fun to be with, subject-matter or participant oriented.
- May provide later linkage with a particular topic or session; e.g., an icebreaker that deals with values can serve as a bridge to such topics as motivation, career planning, management philosophy, leadership style, and the like.

**Planning the Use of Icebreakers and Openers**

If you are convinced that ice-breakers and openers have real merit, you undoubtedly will want to plan them properly. This means you should select ones based on such factors as:

- Composition of the group
- Expectations of the group
- Nature of the program
- Length of the program
- Culture of the sponsoring organization
- Style and personality of the trainer(s)

_The nature or composition of the group_ will obviously influence your choice of start-up activities. For example, if your participants are mental health professionals, they probably will be comfortable with activities that stress movement, fantasy, sharing or personal data, etc. Conversely, if your learners are blue-collar foremen with strong rural roots and limited communication skills, you would be well advised to avoid novel and threatening icebreakers, which almost certainly would have boomerang effects.

_Group expectations_ of their role in the learning process will also influence how active and involving your icebreakers or openers will be.

_Program content_ will determine what icebreakers or openers will be used; for example, in a free-wheeling, experiential management development program in a cultural island setting, novel "warmer uppers" would be quite appropriate. But a sales program, particularly one conducted in corporate headquarters, would probably put a damper on anything that might be perceived as "too far out."

9 participatory training and nonformal education
Program length should be considered, too. A program that runs a full week could easily absorb 30-60 minutes of icebreaking and/or opening activity. The three-hour program, in contrast, may only be able to spare five or ten minutes for warm-up time.

The culture of the organization is another factor influencing the choice of icebreakers and openers. Attempts at innovation, fun, and excitement have to be tempered with "what the culture will bear." As one trainer who experienced a "trust walk" (see page 4) for the first time in a workshop I conducted said, "I like this technique, but I'm not sure I could explain it to my boss's satisfaction should he happen to walk into the classroom while the activity was in progress."

The style and personality of the trainer will (and should) influence the choice of icebreakers and openers. If you are comfortable with start-up activities that involve the group in novel, experiential ways, that may take time from the formal program, and that may reduce your "control" over the group or the subject matter, then you should explore the wide variety of such activities that are available. But if you are concerned about matters of control, getting started, "relevance," and so on, the choice of icebreakers and openers had best be limited to conventional, very brief devices.

The following pages present a range of icebreakers and openers. Regard then as one would food in a cafeteria--select only those items that make sense to you, fit into your overall program, and present no threat to those exposed to your fare.

Working with Icebreakers

Although a training group composed of participants who know one another quite well may not require icebreaking activities, groups of strangers can certainly profit from them. Trainers, all too typically, merely warm up their groups via various introduction-type procedures. For example: "Let's go around the room and tell our name, job title, organization, and why we're here." This ritual may have some value, but all too often it becomes meaningless because the required responses are inaudible and group members do not listen or are bored by the routine involved. This is particularly true if the introductions are offered by 12-15 or more people.

Another problem is that participants may have needs more significant than merely to learn other participants' names and job titles. Since the odds are that the usual introductions won't do much for the participants, it is essential to use more dynamic, experiential activities (icebreakers) for warm-up purposes. The group will benefit since:

- They allow participants to become acquainted with one another in a more meaningful way; that is, glimpses into attitudes, values, aspects of personality, concerns, etc., become possible.
- A start can be made on overcoming possible feelings of loneliness, and icebreakers certainly help to involve shy people.
- They help to relax the group and make people more spontaneous. By engaging in meaningful, often fun-type activities, participants' anxieties and tensions can be reduced.
- They set a climate, tone, and pace for the program, particularly if it is to be a participative one.
- They help to build momentum for the next phase of the program.
- They achieve the "instant involvement" of everyone.
- They help to build group identity and group cohesiveness.
- They assist in developing trust among participants and with the trainer as well.
- They help participants learn about the resources of the group.
- They help energize the group. To the extent that participants are permitted to engage early on in activities that are marked by movement, standing up, meaningful sharing, fun, novelty, and the like, they are put into an alert, stimulated, and motivated state.
- They help to develop the credibility of the trainer as a facilitator not a "leader" or a lecturer.
- Finally, icebreakers can help to reduce the anxieties of the trainer, who is a human...
being, too! Since the interaction puts the participants more at ease, in a circular and contagious way it reaches the trainer as well.
Many ideas grow better when transplanted into another mind than in the one where they sprang up.

--Oliver Wendell Holmes Jr. (1841-1935), Associate Justice, U.S. Supreme Court

Using Dyads and Triads

The Dyad

The dyad, or pair, is a "sure-fire" participative technique. Every trainer or discussion leader can readily use it to involve the total group—and with remarkable quickness and efficiency. For example, all the trainer need do is to tell the group: "Turn to the person on your right (or your left, or your neighbor behind you) and discuss for five minutes the implications of ________". And presto! The training room is filled with the enthusiastic sound of all the participants partaking of a piece of the action. A skill point: The "turn around" procedure is a good way to meet a new person as opposed to conversing with a pal from the shop or office with whom one is buddied up.

Why does the dyad work practically all the time? Because it places two persons in a no-threat, eyeball-to-eyeball, head-to-head relationship where rapport is easy to achieve (just like starting a conversation with a passenger on a plane) and neither party can readily "escape" from it. Rare, indeed, is the participant who can block out the intimacy that the dyadic encounter provides.

The dyad can be employed in many ways such as to:

- Serve as an icebreaker: "Find someone you don't know (at all or very well), introduce yourself and talk about why you are here and what you hope to accomplish in this program."

- Encourage thought and discussion about a topic prior to its presentation.

- Discuss an assigned topic and have a spokesperson report back on it. "What do you think should be done about this issue (or problem, event, situation, development, influence, difficulty, shortcoming, result, conflict)?"

- Serve as a team of two observers who are to give feedback about an on-going training activity (e.g., an exercise, a role play).

- Give feedback on an exchange basis concerning one's behavior (participation, etc.) in a fishbowl activity. This "private" approach to feedback would be in lieu of the more usual "public" feedback. A procedure of this sort would be followed when it is evident that fishbowl participants are not ready for public feedback. (Of course, private feedback, since it is not subject to public scrutiny, may be watered down or not given at all.)

- Give support (encouragement, ego building) to another group member.
Serve as a two-person training team, where the task is facilitated by working in pairs (e.g., how to lift properly, how to listen).

Orient and/or break in a new employee (the buddy system).

Critique one another's plans or targets (contracting) for back-home improvement.

Resolve a conflict between two group members. For example, in an experiential training program such as team building, the trainer may use "role negotiation" to resolve the interpersonal block; that is, the trainer may start a rational dialogue by asking each party to the conflict to respond to this question: "What do I (John) want (or expect) from Mary (the other party to the conflict)?" And, in reverse: "What do I (Mary) expect from John?"

Confer with another participant concerning the nature of an assignment to ensure full understanding of the ramifications of the assigned task.

Share information about oneself (e.g., regarding management style: whether one feels it is important to be close to subordinates, and if it is, how one goes about it).

Serve as the basis for the formation of a larger group; e.g., a dyad. Another pair may be added a bit later until six participants are discussing the topic. The added participants should serve to provide more "windows" on the topic and to energize the group.

Use in first aid training, especially in such activities as patient examination; find the pulse in one another's neck and wrist; executing the Heimlick maneuver (when food is stuck in the windpipe); bleeding control; and treating the injured for shock.

In some training programs dyads have been used in more intensive fashion:

In a Consolidated Edison Co. of New York, Inc., "Communication Flow" seminar, 234 first-and second-level supervisors were brought together from all over the company. The objective was to improve horizontal communications in this large organization. Since this very large group was "intimidating," the trainer had the managers pair off, after an icebreaker task, with a person they didn't know. The members of the dyads then interviewed one another to learn about work location, area of specialization, length of service, career history, and job performance areas most praised and criticized. Other small group activities followed the dyadic work. The training program, overall, was intended to establish a "horizontal peer network" across functional areas. Communication and social support were deemed to be more attainable in this fashion than by relying on those above or below the level of the program participants.

In a leadership or human relations program, which runs a week or more, two participants can be assigned to meet each day for 30 minutes. They can discuss topics such as learnings from the course, relationships back on the job or career objectives.

Note

1. If the dyads are scheduled for 30 minutes before lunch, the pair can then go on to lunch together.

2. In a nonurban setting, a dyadic walk and talk through the countryside will provide an added dimension to the experience.

Participants in a management training program can be assigned a different (or possibly the same) luncheon partner each day. At lunch they can build on the discussion that the formal program has initiated.

In a leadership laboratory (sensitivity training or the T-group) pairs can be formed the first morning for an indepth (one hour) get acquainted session. Weather and other conditions permitting, this can, again, be a "walk and talk" activity.

These more intensive dyads provide an opportunity to build a deeper relationship with one or more participants, something that the formal program generally does not provide. (I remember one participant, who when asked how her 11:00 a.m. dyad was working out after two
attempts at it, replied facetiously: "I'm not sure, but it does give me someone to go to lunch with every day!")

As to possible limitations of the dyad, it obviously can generate only a lesser amount of data about or insight into an assignment, compared to a larger group (triads or quartets). Also, on rare occasions the dyad may not work out too well because of "bad chemistry" between the two participants (e.g., one person may be timid, hostile, uninformed, extremely nonverbal, not into the program, physically ill).

Note: If you have an odd number of participants and thus need an extra person to form a pair, you, as trainer, can join in and fill that gap.

The Triad

Triads or trios are an important configuration in small group work. They are small enough to provide privacy and intimacy, and at the same time they are large enough to bring a "multipe" viewpoint to bear on a problem or training assignment. They also provide for variety in small group work.

They are particularly useful in certain training situations, such as:

- In forming three-person role playing teams--two role players and an observer. For example, the three roles--boss, subordinate, and observer--may be rotated, allowing one triad to participate in all three roles.

- In providing help on the completion of an in-depth training assignment, e.g., in working on a project for "back-home" application, the trio operates in this fashion: one person presents his/her project and the other two participants react to it in the form of feedback, critique, help, reality testing. Each person has an opportunity to present his/her project for analysis by the other two members of the trio.

- In a stress management workshop, one person presents a stress-laden situation (the participant's or the trainer's) to the other two, e.g., a strong belief that she/she should have gotten a promotion awarded to someone else. One team member presents the irrational or emotional beliefs and attitudes that might be adopted by the non-promotee ("The best qualified person should always be promoted" or "Hard work should be rewarded.") The other team member presents the rational or logical position for the non-promotion action ("In the real world many factors other than merit are at work."). Both team members, in essence, are trying to point out that in any stress situation the irrational factors in our heads--our perceptions--may be as significant to that stress as the external event itself.

- Trios may be used as project teams or small task forces to work on an assigned problem. For example, if the program calls for field trips, plant visits, and the like, triads could be formed for such purposes.

Figure 3-1. Examples of ineffective seating of triad members.

Figure 3-2. Examples of effective seating of triad members.

Triads may be formed early in the program to work intermittently (small group work) and to serve as support system. If a participant group has no worked previously in triads, you may wish to point out that the best position for the triad is one that ensures that participants are "connected" via a very tight circular arrangement. Figure 3-1 illustrate seating arrangements that diminish productivity because eye contact is very difficult. (Since people are not fishes, they don't have eyes othe sides of their head.) Figure 3-2 shows the most effective arrangement.
Note:
In most training situations participants are sitting on standard rather than swivel chairs. Hence, unless the chairs are positioned properly by the participants, the furniture may get in the way of the learning.

You should also be aware that the dynamics of triad can make for a certain amount of conflict. Why? Because one member may team up with another, producing an "odd person out" situation. This phenomenon of rejection is particularly likely to occur if the triad is composed of two men and one woman. One man may "hit it off" with the woman leaving the other man in a rejected state. Of course, the "pairing off" problem can also occur in a triad of two women and one man in which one woman is left out. An answer to the possible pairing-off/rejection problem is to have the three participants collectively and candidly explore their feelings about their interpersonal relationships.

USING SMALL GROUPS EFFECTIVELY

For learning to take place with any kind of efficiency students must be motivated. To be motivated, they must become interested. And they become interested when they are actively working on projects which they can relate to their values and goals in life.

--Gus Tuberville, President, William Penn College,
The small group is the basic unit for participative training. By small group we mean subdivisions of a larger group that may range in size from three to eight people. I prefer to keep such groups quite small, about three to five participants.

The small group, also known as a buzz group because of its noise production, has a number of unique advantages, including:

- It provides for the relatively easy and certain involvement of everyone.
- It permits and encourages meaningful participation in a low-risk, threat-free way. Contrast the "risk" of having to stand up in a large group to make a statement or ask a question as opposed to engaging in actual give-and-take discussion with a small number of peers.
- It provides for the opportunity to learn from one's peers and to test out the validity of one's own ideas.
- It is a flexible tool, that allows restructuring ("O.K., let's form some new groups so we can meet and work with some new people") and size expansion and contraction.
- Individual needs and differences can be recognized by assigning individuals to groups on the basis of interest, experience level (all new supervisors may meet together), management level (place supervisors and managers in their own small groups), job background (all sales people may be placed together), etc.
- It can provide the diversity of views essential for good problem solving.
- It can provide a sense of rapport, a source for support and recognition, and an opportunity to become acquainted with others. (The level or depth of the acquaintanceship obviously will vary, depending on the nature of the tasks, exposure time, personality differences and needs, etc.)

Just as small groups are advantageous in the previous ways, large-group situations have these disadvantages:

- The learning situation encourages passivity.
- It is much more difficult for participants to develop trust, rapport, mutual support, and intimacy—all of which are important to learning.
- Participants are kept out of touch with other participants and the trainer. People prefer, of course, more individualized attention.
- It may even become more difficult to ready flipcharts or the blackboard.
- From a trainer standpoint, there may even be a loss of "control" of the group, indicated by such things as subgrouping, side conversations, late returns from breaks and lunch, passivity (some just sit and observe), and running behind schedule (more people produce more questions and comments;
however, this additional input is usually from a minority of highly active and verbal personalities).

Note: Though small groups are the basic unit for participative training, there are obviously times when the small groups collectively function as a total group. This may be at the outset of a session before the small groups are formed or when the small groups are brought back in the total group situation to discuss their learning experience. Also, in opting for small group work we should not overlook the need to keep the total group relatively small and thus workable. This would be a total group of about 12 or 15 to a maximum of 20 or 25 participants.

The techniques described in the book are intended for use in the training situation. Though some of these techniques could be used in group therapy, our purpose is to give you techniques that will provide participants with the best possible learning experience. In general, our assumption is that we are dealing with normal people who function appropriately in organizations, rather than with those who have deep-seated emotional problems and require help thereon.

Throughout the book you will encounter terminology that is more or less standard in the training field. Your should consider carefully whether certain terms will be accepted readily by the participants. Thus, it may be desirable to use "pair" rather than "dyad" or "trio" rather than "triad." (Interestingly, in Hong Kong the Triad is the Mafia!) Other terms that may frustrate or irritate participants are "fishbowl," "lecturette," "role playing," etc. This book, of course, suggests alternative words.

Small Group Composition

It is better to frequently change the membership in the small group because doing so:

- Energizes people by keeping them from getting too comfortable with the familiar.
- Provides for the opportunity to meet new faces, personalities, viewpoints, and talents. This is especially desirable when two or three people come from the same work unit (or the same organization in the case of a public seminar). I candidly tell cliquish participants: "We'd like to move you to another group so you can get exposed to new people, new views, etc. You won't learn anything new if you only confer with people you already know pretty well."
- Automatically provides you with the opportunity to restructure group membership if things are not going well in a particular group.

An easy way to gather small groups at random is simply to have people count off and have all the one's meet together, all the two's meet together, etc. Other ways are to arbitrarily restructure group formations by pointing to several somewhat adjacent people to form a group, by asking people to turn around, or by having the participants move around themselves to locate new team members.

If tables are used, set a ground rule at the outset that everyone is to seek a new table location each day. Explain the reason for this procedure, of course.

When considering the formation of groups, take into account that at times it may be desirable to balance the small groups, e.g., headquarters and field, line and staff, newcomers and seniors, men and women, functional combinations (such as sales and production).

Seating

Use flexible seating (light, comfortable chairs) so that participants can readily rearrange themselves for dyads, triads, buzz groups, role playing teams, etc. Try to avoid the use of tables and desks--much too classroom like--unless there is a real need for them, e.g., considerable writing or note taking. I prefer a "free-flowing" room that allows for informality, ready movement into new small group configurations, and easy circulation.

The initial configuration can be lecture hall fashion or even a circle (with a total group of about ten participants). However, the starting arrangement doesn't really matter too much. For if you use group-in-action methods, as I advocate, the furniture will soon be in friendly disarray.

Note: Participants new to small group techniques often are reluctant to form an actual circle with their chairs. The trainer should establish clearly, the first time around, that a buzz group is a truly circular arrangement; and that for the best communication and rapport to take place, they need full eye-to-eye contact.
Coping with Problem Participants

While most participants are cooperative and quite manageable, at times you will encounter a few problem-types. Some of the more common ones are The Hesitant One, The Monopolizer, The Voice of Experience, The Arguer, The Clown, The Show Off, and The Tangent Taker.

While there are no easy answers for dealing with these difficult personalities, here are a few pointers that may be of help, at least some of the time.

The Hesitant One

This kind of person--shy, reluctant, silent much of the time--is found in almost every group. Hesitant Hanna is easy to overlook since she melts into the background so successfully and certainly is not annoying anyone. In fact, some might say: "Why worry? Hanna will participate when ready." However, if we look at a training program as a vehicle to help people grow, and if growth is dependent on one's opportunity to contribute (analyze ideas, present ideas, defend them, etc.), then we must figure out ways to "draw out" and thus to draw in Hesitant Hanna. Some suggestions: Use a lot of dyads and triads, for participation is certain in the very small group. Also, call on the silent one politely from time to time ("I don't think we've heard from Hanna yet on this issue.") Ask the shy person "easy" questions, particularly those that relate to everyday or back-home experiences. Some trainers make it a point to socialize with the shy participant at the break. It gives such a person an ego boost and often has an encouraging impact thereafter.

The Monopolizer

This participant is the "big talker" and will gobble up all the available air time if permitted. In a polite but firm way, as Monopolizing Mike: "Would you mind if we got another opinion on this one? Several haven't had a chance to respond yet." Or: "Could we talk about that at the break?" The message to Monopolizing Mike is that "we play fair here, so let's please share the available air time." However, as with any of the other "difficult" participants, we can't afford to put Mike down. Why? Besides, in sum, we want Mike to know we appreciate his help, but on a more selective basis.

At times, peer pressure may also be relied on, viz., "What, you again?" or "Hey, knock it off Mike. Give someone else a chance."

The Voice of Experience

Like the Monopolizer, Victor, the Voice of Experience, seems to be a tremendous need to be heard. Victor probably is not getting adequate job satisfaction currently, hence the need to bring in incidents and anecdotes from more halcyon days. Treatment of The Voice's malady is not easy since the inputs are not necessarily offensive, just somewhat tedious and unnecessary. The best advice is to treat Victor politely, but endeavor at times to communicate that: "That is very interesting, but we do have to move on." Or, better still: "We do have to get to our main issue, which is . . . ."

The Arguer

Arguing Arthur is a "tough kind" with which to deal. He constantly looks for opportunities to disagree, to show up the other participants and the trainer. While healthy disagreement is great, incessant quibbling is annoying and disruptive. One approach to coping with Arthur is to let the group deal with him: "Anyone want to respond to that?" Also, avoid getting trapped or baited into a debate with him. If, after an exchange of views, Arthur persists, simply say: "I understand your position. You believe that . . . Can we agree to disagree on this one?" Or: "We've given this issue considerable attention. We really should move on to something else. See me at the break and we'll talk some more about it."

The cardinal rule to remember: No trainer ever won an argument with a participant. For as we said before, participants are quite likely to identify with problem participants for they are one of their group. They also expect finesse and patience from the trainer.

The Nonlistener

Nonlistening Norma presents a unique challenge to the group and its leder. Norma tends to interrupt, cuts others off, and leaps into the fray before others have had their say. Her eagerness to get in keeps her from listening. On the one hand Norma's nonlistening simply may
be due to a desire to be heard, to "best" others in the discussion. But it may also be due to her keen interest in the subject; hence her strong desire to advance her ideas. But regardless of Norma's motivation, her harassing behavior hardly facilitates group satisfaction and progress. Hence the need to cope with Norma's listening peccadillos. Some tactics to deal with Norma are these:

- Insist on sharing the available air time: "I know you have a worthwhile observation, but we haven't let Hank have his full say yet, have we!"

- Ask for a restatement: "Norma, just to be sure we're all in the same ballpark, could you restate for us what Tom just said?" If Norma has not heard Tom properly, ask Tom to repeat his statement and then go back to Norma: "OK, Norma. You heard Tom. Can you tell us what he said before you give us your view?"

- Ask for a comparative analysis: "How does your idea/viewpoint stack up with Ann's?"

Tactics such as these will help Norma to see that she must try to incorporate other's views—which requires listening—before she unleashes her own opinions.

The Rigid One

Rigid Roberta is a tough cookie, indeed. Roberta is not obnoxious in the sense that she argues, disagrees, pontificates, quibbles, etc., but in that she staunchly takes a position on an issue and will rarely, if at all, move from it. Since Rigid Roberta is so unyielding and positive that she has a monopoly on The Truth, she makes it difficult for the group to make any progress. One way to deal with Roberta is to try to get her to admit that there is another side to the issue. Thus, the trainer might say: "Roberta, we're pretty clear about your position since you have stated it so well. But there is some other thinking on it. Can you cite any evidence at all, as an objective person, that would indicate that the problem can be seen in different terms?"

If Roberta does supply some data or opinion contrary to her own, follow this up by saying: "Yes, that is an argument on the other side. Can you cite one more view (or piece of data) that the other side considers important?" If Roberta supplies two opposing arguments, they should be put on the flipchart and the other participants asked for added evidence which is contrary to Roberta's position. In effect, Roberta is being asked to verbalize some opposing views, kickoff the development of a "laundry list" of such views, and inspect visually the posted opposition views. No guarantees here to reduce Roberta's rigidities, but at least it forces her to recognize more directly that other views do exist.

The Hostile One

Hostile Harry is even more annoying than Arguing Arthur. Harry has a need to zero in on a defenseless target, and the trainer, as he sees it, is a good a victim as any. He thus presents highly hostile questions designed to embarrass or inflame. The best response to Harry's hostility is to keep your cool and simply rephrase the question in milder, more objective terms. Or, you may respond in this fashion: "I see that you have some strong feelings on this issue. Would you care for my opinion? (Or the group's opinion?)" It may also help if the answer is given to the group at large rather than to Harry. These procedures should "defang" Harry a bit at least for the time being.

The Negative One

Negative Nellie can be counted on to find the gloomy side of things: nothing will work, people are impossible, the world has long gone to the dogs. Nellie is a specialist in dredging up gripes, past grievances, cantankerous complaints. She is a tough cookie to deal with, indeed. The best approaches with Negative Nellie are to ask her if she can find anything positive in the situation (also ask the group the same question) and suggest that she may have a point, but that we're all here to find constructive answers to these difficulties. Sometimes it helps to respond merely by saying: "I understand" or "Uh, hun."

The Clown

"Clowns" come in all shapes and sizes, but their main characteristic is an abundance of ill-fitting, sometimes irritating humor. Some
trainers may say: "I'd rather have a little humor than no participation at all." Possibly. But the effective discussion leader's job is to keep things moving in an orderly, productive way. And if Charlie the Clown is hindering group progress or annoying participants, he certainly should be dealt with. Some suggestions: Call on Charlie on occasion for "serious" dialogue. Show him that he can be heard (his real objective, of course), but at a more sophisticated and adult level. Compliment him (positive reinforcement) when he is serious. Don't reward his attempts at humor. In some cases you may ask Charlie for a restatement of the joke: "I guess I missed the point of your quip. Could you give me your idea straight?"

Sometimes the problem is compounded by Charlie's clique who continually reinforces his behaviour by exchanging banter and assorted put downs. It is not an easy problem, of course. Again, the best strategy is to try to tap and reward his serious side.

The Show Off

Show-off Sandra likes to parade her knowledge before everyone--big words, fancy phrases, lots of statistics, name dropping, describing her long-time or "unique" experiences, etc. If Show-off Sandra contributes with the frequency of Monolopolizing Mike, she can be treated in somewhat the same way. If the contributions are not as frequent, but merely pompous, the problem, although annoying, probably is one the group can live with. The odds are that some group members will "kid" her quite clearly about the big words and her other ploys. In effect, let the group deal with this type of problem participant.

The Tangent Taker

Tangent Tanya is the kind of person who has interesting inputs, but they typically belong in some other "ball park." One suggestion is to state politely to her: "This is an interesting experience, but could we try to bring it in a bit closer to home? You see our issue is..." Or: "Anyone want to comment on Tanya's experience as it relates to our concern here?" Group silence may reduce her meandering inputs. Some of Tanya's tangents may, of course, have to be lived with. But it's still worth a try or two to plead for relevance from her.

Summary

Problem participants are a fact of training work. We have tried to suggest some ways of coping with them. Basically, you will be ahead of the game if you regard the problem-participant as a challenge rather than as a headache. This means that you must show patience and avoid arguments and put downs. Endeavor to deal politely with the problem-participant's peccadillos, using some of the suggestions made above. Also, wherever possible, let the group try to deal with such participants. They will probably do it more effectively than you can, most likely in a kidding way. For example, I recall one participant who employed "two-dollar" words and thus was soon referred to by several group members as "Parameters," a favorite word of his. Needless to say, "Old Parameters" began to get the message before too long.

Of course, in extreme situations you can exercise other options such as:

- **Group critique.** Take time to process group behavior. "Zero in" on the trouble maker, if no one else does.

- **Confrontation.** At the break, you might speak candidly to the obstructionist: "I think we have a good group and it has a potential for a lot of progress. It would be helpful to the group and myself if you tried to involve others in the discussions and soft-pedaled some of your own inputs. Can I secure your help on this?"

- **Expulsion.** "May I be open with you? You have disrupted several sessions and no one here knows what to do about it. I don't either, but I do not intend to have you interfere with group accomplish-ment. If you cannot avoid arguing, disagreeing, and monopolizing our limited time, I shall have to ask you to leave."

Another possibility is to endeavor to spot the obstreperous ones before the session begins. Armed with this knowledge, you can develop your strategy accordingly.

One approach that is not recommended is that of manipulation, e.g., special seating for purposes of better control, asking the difficult person to serve as an observer, ignoring the person by devices such as turning your back to him/her, etc. Being up front about the problem
Key Points

1. Small-group work is a basic tool for high participant involvement and learning. It entails limited "risk" for the participant and provides significant opportunities for peer learning, support, recognition, and comraderie.

2. Effective use of small-group techniques requires attention to such issues as getting started (icebreakers/openers), group composition, seating arrangements, task assignments, leadership, monitoring group work, using spokespers, recorders, and observers, and dealing with problem participants.

3. When participants work in small groups for considerable time periods their composition should be changed. This will energize them and allow them to work with and learn from new people.

4. Participant seating should be so planned and organized that movement into small group configurations is quick and painless. Desks and tables, which add to formality, should only be used when considerable writing takes place.

5. Effective small group task assignment procedures entail concern with clarity of instruction, thought-provocation, time limits, and as appropriate, requiring group decision or agreement on the task. The use of viewing-listening team assignments can enrich the discussion process.

6. The effective trainer endeavors to stay on top of things via monitoring small group proceedings. Key skills are sensing, listening, and intervening if necessary.

7. Leaders, recorders, and spokes-persons ordinarily should be permitted to emerge naturally. If the small groups are having problems in deciding on who executes such roles, the trainer may introduce random methods of selection.

8. Problem participants should be looked at as a challenge rather than a headache. While many strategies are available to deal with
Role playing is one of the trainer's primary methods to provide participation, involvement, and active training. It allows the acting out (experiencing) of the life situations in a protected or risk-free locale. That is to say, it is far safer and wiser to make mistakes as a role player in the training situation than in the work or other social environments.

Role playing in the training situation makes possible the receiving of adequately objective feedback about one's performance so that one can learn from what others (peers, the trainer) see, hear, and feel. Conversely, in the actual life situation we perform and behave, but rarely does anyone share their reactions about what we've done and how we can improve upon it.

We should also note that in role-playing activities participants are learning"full time." This accrues because they are either experiencing (acting out the role play), introspecting, engaging in self-critique, or critiquing others.

Purpose and Benefits

In a more specific sense, role playing has these purposes and benefits:

- To present information to participants; for example, a top management official and the personnel manager assume the roles of a manager and an accountant, the latter "learning" that there now are legal taboos on sexual harrassment.

- To learn certain principles of coaching, counseling, customer relations, conflict management, interviewing for fair employment, etc.

- To change attitudes, for example, to become less prejudiced toward another department, a minority group, the opposite sex, foreign persons or those of another culture, handicapped persons. (In respect to the latter group, student attitudes toward the disabled were altered in a positive direction after students sat in a wheelchair for an hour.)

- To develop practical skills, such as how to close a sale, how to handle customer objections, how to handle a disciplinary interview or a grievance, how to apply for a job, how to "upgrade" a sale.

- To "reality" test or check out the effectiveness of one's approaches or techniques; e.g., in sales training one can try out one's ability to anticipate problems, to make timing more effective, or to employ sound reasoning. Note: Role playing provides for practice without penalty.

- To disclose one's attitudes towards others, a given subject, a problem, etc., so that one may receive related feedback.

- To provide a "mirror" (via feedback) so that participants can see themselves as others do, a basic step toward fostering insight (about self) and sensitivity (toward others).

- To identify with others; by acting out the role of another person one can understand better "where the other is coming from." For example, a student having problems in school can achieve new insights into his/her behavior by assuming the roles of parent, teacher, and principal.

- To learn how others think and feel (empathy), such as customers, prospects, subordinates, members of the opposite sex, minority group members, persons of other ages, employees of other departments, persons of another organizational level (e.g. headquarters vs. staff, line vs. staff).

- To change behavior, such as to become more assertive, to become more spontaneous, to learn how to listen actively, to learn how to counsel nondirectively, to learn how to coach subordinates so they feel rewarded (psychologically) when the interview is over.
TEAM BUILDING

Coming together is a beginning; keeping together is progress; working together is success.

--Henry Ford (1863-1947),
American industrialist

People acting together as a group can accomplish things which no individual acting alone could ever hope to bring about.

Franklin Delano Roosevelt
(1882-1945),
thirty-second U.S. President

There is nothing good or bad per se about a group. A group can be a roadblock to progress, enforcing 'group think' and conformity upon its members, paralyzing decision-making processes, and smothering individual initiative. Under other conditions, a group can be a powerful synergism of talents, strengthening its members, speeding up the decision-making process, and enhancing individual and personal growth.
Trainers who have been delivering management training for some time may find that it is essential to move into team building. This is a logical development since "conventional" management training is concerned only with the dissemination of management concepts and individual skill development. Conventional training does nothing about resolving the real problems of work teams or helping managers who interact on the job to communicate and relate better to one another. And if the trainers don't move in this desirable direction, management may nudge them into it. Hence trainers should prepare themselves to become team builders or facilitators.

Team building is an organized effort to improve team effectiveness. It may relate to defining and clarifying policies/goals; to reviewing and refining procedures; to seeking out ways to be more innovative and creative; to improving management practices in such areas as communication, decision making, delegation, planning, coaching, career development, and incentives; to improving relationships between team members; to improving external relations (with customers, suppliers); to improving relations with other work teams; and to improving products and/or services.

In a sense team building draws upon the athletic model for its basic concepts. These concepts include the assumptions that performance must be continually critiqued, that the team can't rest on past accomplishments, that a team must constantly strive for greater teamness, that a team must be willing to engage in introspection and feedback (receiving as well as giving), and that such values as openness, trust, spontaneity, mutuality, sharing, caring, risk taking and experimentation are paramount.

Team building typically begins when the team leader realizes that there are blocks to team effectiveness, that the team is not hitting on all cylinders, that improvement or change is desirable, and that help along those lines is wanted. Note that this is not the same as the team leader wanting team development so that the team leader's will can be imposed more fully on the group. In the latter case team building would be wasted effort, for such as leader's concept of a team would be one where members were subservient rather than creative, independent, questioning, etc.

Team building also is not likely to succeed if it is done because another department is doing it or because someone at a higher level directs that it be undertaken.

One way to understand team building better is to consider what it is not:

- It is not something that can be accomplished successfully by every manager or team leader. Sharing the leadership and decision-making roles, listening, a willingness to receive as well as to give feedback, supporting and praising others as opposed to blaming people, and creating a climate for openness are skills and attitudes not all managers possess. In other words, "leader readiness" is a key concept for successful team building.

- It is not likely to be effective if all members of the group are not committed to the idea. Lip service to team building by one or more members will vitiate the effort.

- It is not only for the work team "in trouble." All work teams can improve their effectiveness.

- It is not a one-shot affair. Initial sessions must be supported by continuing follow-up meetings. It is a long-term investment for unit or group health.

- It is not a T-group (sensitivity training). Although the facilitator may draw upon certain techniques and activities that are used in such training, the basic thrust is toward work improvement rather than improvement in inter-personal competence.
• It is not a panacea. It cannot overcome problems that relate to the larger system such as insufficient resources, an ineffective reward system, poor leadership at the level above the work team, an ineffective organizational communication system, or lack of cooperation by other work units.

• It is not an easy thing to accomplish. Hard work, patience, a willingness to invest the necessary time, risk taking, experimentation are some of the ingredients of successful team building.

• It typically is not something that can be done well without a trained facilitator. Some managers may be able to "pull it off" on their own, but they are few in number. In essence, a neutral observer of the group—the facilitator—is an indespensible adjunct to the total process. The facilitator's role as a catalyst, standard-setter, challenger, issue-raiser, processor, arbitrator, and the like is what makes things happen meaningfully.

• It is not a process that is intended to create dependence on the facilitator. In fact, the proof of a facilitator's effectiveness comes when the group no longer needs the facilitator.

As a final observation, what distinguishes team building from more conventional group effort in the work-place is that is has a dual concern:

1. The work per se (goals, policies, procedures, problems, products, services).

2. An appraisal of the group itself as it functions to do that work (group process). Although the emphasis on work vs. the emphasis on process will vary with (a) the needs of each group, (b) group's ability and willingness to receive feedback about itself, and (c) the facilitator's style, the primary emphasis, typically, is on work improvement.

MAXIMIZING PARTICIPATION AND LEARNING IN THE CASE METHOD

The real voyage of discovery consists not in seeking new lands, but in seeing with new eyes.

--Marcel Proust (1871-1922), French novelist
In a day when the industrial training world employs so many involving (experiential) and exciting training methods (role plays, dyads, buzz groups, fishbowls, in-baskets, exercises, games, simulations) the case method (also called the case study method and the case discussion), at least in its classic form, is hardly the most glamorous of training methods. Nevertheless, it is a student or learner-centered method and has many advantages over such one-way communication devices as lectures, films, and panel discussions.

The case method is an age-old teaching device, having taken through the ages such familiar forms as fables and parables. By way of more modern historical note, the case method was developed and used at Harvard University in the 1880s. First used in the business school, it spread to other schools of the university and to other universities. In time it entered the industrial training scene where it was used extensively in management training in conjunction with the traditional lecture method.

Advantages and Disadvantages

1. Is personal. It puts the burden of thinking on the members and arouses their interest by making them active rather than passive participants.

2. Is real. The members examine situations that have actually occurred.

3. Is specific. The members deal with specific facts and events rather than with generalities. The method brings about the recognition that formulas and principles are of little value in specific situations and that each situation requires its own understanding and reaction.

4. Places the members in a group situation. It provides opportunities to work cooperatively and with satisfaction within the group, and gives some feeling for the importance of the group.

5. Establishes a strong give-and-take. Members must justify and defend their own views and, at the same time, must try to comprehend and use the contributions of others.

6. Brings about a recognition by the members that other people look at situations in different ways, that other people have problems similar to their own, and that other people have difficulty in solving these problems.

7. Produces a realization that the types of problems discussed do not have a single subject or a single answer.

8. Develops judgment and ability to think independently and more maturely.

9. Provides experience for performing essential parts of the supervisory or administrative task. It enables members to develop the habits of analyzing a situation, using factual knowledge, formulating a program of action, and making decisions. And it provides this experience without risk to the members or to the organization of which they are a part.

10. Brings about a better understanding of human behavior, and increased sensitivity to causes behind behavior, and an awareness of the necessity for seeking these real causes. The members realize that people tend to have feelings, sentiments, and beliefs which are not logical, which are important to them, and which have to be considered. They also see more clearly how their actions affect the behavior of others.

11. Increases skill in communication. Members learn how to listen better. They also improve their ability to convey ideas.

12. Reduces fixed attitudes, such as "all redheads are hotheads" and "fear makes people work harder." It produces changes in attitudes and outlook and
develops a willingness to see problems from all points of view.

The Casebook also listed these disadvantages: The case method:

1. Does not actually provide real experience. While the case method uses real situations, there are a number of aspects in which it lacks realism. Participants do not have actual responsibility for the decisions they make. The facts are presented; the members get little practice in seeking and recognizing facts and relationships. Because it may not be feasible to present all of the available facts, the situation may be oversimplified. The printed case doesn't convey many subtle but important overtones of human personality and conduct. The members don't experience the successive interactions which are a part of real experience.

2. Is incomplete. It does not proceed to the process of carrying out the decisions and checking on the results.

3. Sometimes overemphasizes the making of decisions. In real life action may not be justified or a particular solution may not be justified or a particular solution may not be feasible.

4. Takes a more skilled discussion leader than do other methods. It is easier to "tell" than it is to phrase questions which will stimulate discussion and keep the discussion on the track. It takes great self control for a leader to refrain from giving his own views. A lecturer can select the questions which he will discuss; in the case method the leader cannot anticipate all the questions which may be raised.

5. Is different. Not only that, but it is radically different. Participants usually feel frustrated at first when they find there are no specific conclusions, answers, or recipes. Some may find the idea of thinking for themselves to be new and even terrifying.

6. Is slow. The discussion and deliberation which this method requires naturally takes more time than the types which pass on "the word." Usually it takes some time to get past the frustration period mentioned in 5.

7. Is not adaptable to all employees.

8. Presents greater opportunities for the "eager beavers" to monopolize the discussion.

9. Is more difficult to integrate the results of this method with specific operating practices.

10. Is not useful when the primary purpose is the transmission of facts.

11. Can be a waste of time and effort, if not used properly.

Assessing the pluses and minuses just cited, one can safely say that it is a useful training method, a participative method, but hardly the most exciting and profound training method available today. However, maximum return from its use can be achieved by (1) varying the format of the cases and (2) providing supplementary training devices to exploit a given case more fully.
USING GAMES AND SIMULATIONS

The teacher if he is indeed wise does not bid you to enter the house of his wisdom but leads you to the threshold of your own mind.

---Kahlil Gibran (1883-1931), Syrian symbolist poet and painter
Games, simulations, exercises, and puzzles, also known as structured experiences, provide participants with significant opportunities to experience learning. By "experience" we mean to learn from one's personal involvement with the structured event or incident as opposed to being told by the trainer what should be learned from it. Thus, in the classic "NASA (Lost On The Moon)" exercise, participants learn experientially of the power and value of group decision making. Or participants may be assigned the task of constructing a tower out of construction paper, cardboard, newspapers, magazines, and tape, and learn from this the importance of and approaches to planning, organizing, leadership, utilization of member skills, participation, communication creativity, teamwork, decision making, and pride in accomplishment.

Note that although the trainer provides the vehicle for the learning—the exercise—the learning comes about by actually undergoing the experience. The point we are making, then, is that although the structured event itself is not reality, the learning from it, coming as it does from one's experience, is very real indeed.

To put this type of learning into proper perspective, we should recognize that other—and possibly more powerful—learning ensues when you learn primarily or even totally from your experience. Such experience-based activities include laboratory learning (the T-Group, or sensitivity training, encounter groups, the Managerial Grid); team building; keeping a diary or journal or completing various instruments as tools for introspection; participating in a simulation; and role playing a live or real job-oriented case. An overview and summary of experiential learning is provided in Chapter 8. Several brief definitions of games and simulations, etc. as forms of experiential learning follow:

Simulation - Any training activity designed to reflect reality. This may, then, include a role play, an in-basket exercise, or any other learning experience that has real life aspects integrated into it. The learning comes from the participant's own experience in the activity.

Game - A learning activity governed by rules, entailing a competitive situation, having winners and losers. Although games do not reflect reality, there is (and must be) learning. The learning typically comes from experiencing the game, including the interaction of the participants, but not from the subject matter or content of the game per se.

Simulation-game - A reality-based game wherein the participants experience what people do in the real world. The learning comes from the real-life content of the game. The game is played competitively and, of course, has outcomes (including scores, winners, losers).

Exercise - A structured experiential activity. The learning comes from participant input, participant interaction, and participant analysis of the attitudes and/or behaviors generated by the activity. Competition is not an element of the exercise.

The common denominators of all of these learning tools are:

- Concrete learning objectives
- Structure provided by the trainer
- High participant involvement
- Generation of data
- Participant/trainer analysis of completed results (data)

Note that competition and reality are not the distinguishing features of all of these experiential forms of learning.

In this chapter we shall discuss games and simulations. In Chapter 7 we shall introduce the reader to exercises. In Chapter 8 we will show how puzzles can be used in the training situation. To integrate the key ideas of Chapter 6, 7, and 8, we shall provide some key concepts about experiential learning at the close of Chapter 8.

Working with Games

A simulation game is like a kiss, interesting to read about but much more interesting to participate in. An those that do tend to repeat the experience.

--From a promotional brochure of the Institute of Higher Education Research and...
Games set up a "free space" which participants can use to experiment with new roles or variations of their present roles . . . . It is a space where norms of validity are suspended and totally new approaches to the real world can be formulated.

--Burkhart Holzner, Department of Sociology, University of Pittsburgh

A good game will drive itself. In some exercises, the facilitator is constantly saying, "Now this is the next step." But a good game takes on a life of its own.

Barbara Steinwachs, training consultant and authority on games.

What is a game, insofar as the training situation is concerned? One group of trainers endeavored to respond to this question by brainstorming the characteristics of a game. Here’s what they came up with:

- **Rules**
- **Action learning**
- **Process of data**
- **Imagination**
- **Fantasy**
- **Discipline**
- **Options**
- **Strategy**
- **Luck**
- **Problem solving**
- **Motivational**
- **Team spirit**
- **Application**
- **(cognitive/affective/psychomotor)**
- **Communication**
- **Chance to try out new ideas, roles, skills**
- **Experimental behaviors, simulation of real world**

This list is interesting in that it shows the multifaceted character of a game. However, it does not provide us with a clear-cut definition of a game; rather it combines purposes, major and minor attributes, and end results. Actually, a game is marked by the presence of these principal elements:

- **Learning goals**
- **Rules (which are clearly defined)**
- **Competition**
- **Player interaction/participation**
- **Termination point or closure (time, points, most money earned, etc.)**
- **Outcomes (winners and losers are determined)**

Current language used to describe many games is "simulation-game." The term "simulation" is intended to point up that there is also present a representation of reality, a "slice of life." The simulation-game could be diagrammed as in Figure 6-1. The simulation-game then is a combination of the game and the simulation.

Of course, not all games are a slice of life. For example, several groups may complete in placing 30 pegs in a peg board. This is what might be termed a "pure game." The learning comes from analyzing participant behavior exhibited in the course of the game—leadership, communication, planning, organizing—rather than the components of the game per se.

Other games may involve competition in constructing a bridge out of Tinker Toys or a tower out of newspaper, magazines, and construction paper. Again, the learning typically comes from the interaction of the participants and the data generated by them rather than from the subject matter or content of the game.

![Figure 6.1. Diagram illustrating the concept of a simulation game.](image-url)
Sometimes games are referred to by trainers as exercises, learning exercises, activities, application sessions, etc., to "defuse" a possible negative reaction by some participants to "playing a game."

Simulation-game, including war games and business games, have been used for many purposes: decision making, negotiation, sales, communication, planning, problem solving, delegation, time management, equal employment, urban affairs, transactional analysis, goal setting, career planning, safety, performance appraisal, communication, and so on.

In the balance of this section we will use the term "game" to include games and simulation-games as well.

**Why Use Games?**

A game has these purposes and advantages:

*It is an experiential form of learning.* Participants learn from what they do, as opposed to what the trainer tells them they should know. It is active rather than passive learning.

*It may provide a degree of reality that other learning devices may not be able to.* For example, compare learning about how a decision was made in a case study situation versus reaching a decision required by the game.

*It has high motivational value.* Learners respond to a game because they are actively involved, and it is a fun way to learn. Competition--beating the other teams--is also an incentive to "dig in."

*It provides participation for everyone.* All learners--fast, medium, slow, or ostentatious--have the same opportunities for involvement. Of course, prior familiarity with the subject, possession of certain skills, etc., may determine the nature and degree of the involvement.

*It emphasizes the role of the participants.* The participants are the active ones and the roles of the trainer is de-emphasized. The trainer is removed from the usual roles of knowledge-disseminator, expert, authority figure, and evaluator. Typically, the trainer need only help participants to get started and to assess learning progress and outcomes.

*It emphasizes peer learning.* Participants learn from their interaction with one another. It recognizes that the participant group is a splendid learning resource. To the extent that this is true, it reduces the usual dependency on the trainer.

*Learning is rapid.* Since a game compresses considerable experience into a short time frame, learning is accelerated.

*The game only produces winners.* A game produces winners and losers insofar as the rules of the game are concerned. But, in fact, everyone is a "winner" since every learns (or at least has the opportunity to learn) from the experience.

*It allows for risk-taking in a safe atmosphere.* It is far better to err in the training situation than in reality. Games reward (learning of experience is the reward) rather than penalize the learner.

*It serve as a projective device.* To the extent that participants are caught up in the spirit of the game and become themselves, their behavior is displayed for the others to see. The behavior is displayed for he others to see. The behavior can be critiqued and thus becomes the basis for learning about one's own behavior in relation to others within the rules of the game.

*It can aid skill development.* Since the game requires active participation, there typically are opportunities to develop such skills as planning, conferring, negotiating, analyzing, prioritizing, decision making, giving and receiving feedback.

*It helps to "glue in" the training.* Participants are much more likely to remember the game experience than something they were told by the trainer. It is not unusual for a trainer to encounter a participant who experienced a game several or more years back who says: "Remember when we played the game of . . . ."

Despite their many advantages, games may not work well if the game is not "in sync" with learning objectives, if participants have difficulty getting caught up in the spirit of the game (a rare event), if the trainer is not familiar with the game or is not prepared to administer it, or if time runs out before the game is fully processed (discussed and analyzed).
When to Use Games

From the standpoint of course design games are indeed versatile learning tools that can be used in several ways.

- Games may be used to open an activity or program. It is an effective way to secure participant attention, heighten interest, set the tone of the program (high participation, an atmosphere of inquiry), and set the stage for the next activity. It can also get participants to interact with one another very quickly, and it gives everyone a common experience at the outset.

- Games may be used at many points in the on-going course or program. It is particularly helpful to provide a change of pace and/or to introduce variety into the learning experience. Should interest begin to lag in the middle of a course, a game can help rekindle interest. Of course, the trainer should have prepared an appropriate game for that part of the course.

- Games may be used to conclude (possibly summarize) a session or program. The impact of the game should serve to provide participants with an enthusiastic close and durable reminder of course learnings.

Administering the Game

Good "game management" requires concern with issues and procedures such as the following:

- Is the game being played at the most appropriate time in the session or program?

- Have I familiarized myself with the game--objectives, procedures, materials--so I can introduce it, conduct it, and process it properly?

- Have I allowed enough time for the game, particularly for processing it?

- Have I planned for all pre-game preliminaries such as game materials; instruction sheets; instruction's manual; seating arrangements; flipcharts and pens?

Do I have extra items likely to get lost, such as dice, chips, markers, and cards.

- How will I introduce the game? What should I say? Will I be sure to keep the introduction brief?

- Are my written instructions, if any, clear?

- Will I allow enough time to let participants "ease into" the game before they start, or will I rush them into it? Will I remember to ask for questions before the signal to start is given? ("Does this make sense?" "Are we on the same wavelength?" "Have I rushed the explanation?")

- Will I remember that a game is a form of experiential learning and that one must avoid taking away the participants' experiences by over-communicating about it before the game starts or while it is underway?


- Will I remember to advise participants of time limits? Should I warn of the approaching deadline (five or ten minutes) before it arrives?

- When I give participants the time warning ("Three more minutes, please"), do I adhere to that time limit strictly or do I use it just as a reminder that things have to be wrapped up very soon?

- Will I remember to instruct observers and/or judges, if any, about their roles?

- Will I need a co-trainer? Is the role of the co-trainer or assistant clear?

- Will I strive to keep the atmosphere informal, fun-filled, remembering that this is a game?

- What is my role during the game? Do I move around to clarify procedures and rules? Do I "tune-in" a bit to get a sense of participants being with it, questions or issues arising, team feeling, etc.? Do I avoid intervening, remembering that this is their game?
• Do I know quite well what is to be accomplished in the processing or debriefing period and how it is to be done?

• Do I recognize that debriefing should proceed to two levels: game analysis and its application to the real world?

• In the processing, do I recognize that although everyone has had the same experience that they may still perceive it differently?
Adult Nonformal Education: Exercises
Establishing Participatory Norms

Purpose: Identify participatory norms for the training program/farmers' field school

Materials: Manila paper, markers, masking tape

Procedure: On the manila paper, present the following illustrations:

Group A

Facilitate discussions by asking the following questions:

In each kind of set-up how would the participants feel? How will the group participate? What kind of group leader would there be? What kind of behaviors may take place?

Expect participants to express their ideas on difference between facilitator's roles. Expect them also to express their feeling about participants' behaviors as well as expected results based on the illustrations presented. Ask them what situation they would prefer. Ask them if they were placed in a nonformal, participatory situation, what they should do to get the most benefits/results. Lead them into the discussion of participatory norms, i.e., standards they would like to adopt to get the training program/farmers' field school going on smoothly.
Mental Map Exercise

Purpose:
- Gather information re: what participants know about IPM
- Introduce participants to IPM

Materials: Big sheets of paper (Size: big enough for four persons to draw or write on at the same time; Suggestion: Manila paper)

Drawing materials preferably permanent markers (pentel pens)

Masking tape with which to put drawings up on the walls

Procedure: Put out two or three pieces of paper on the floor and several pieces of marking pens with each. For ten minutes, ask participants to think of what they know about IPM. Then give the instruction that anybody can just go to the floor to draw or write his thoughts about IPM. Give enough time for each one to draw or write on the paper. Put up the drawings on the walls and discuss ideas or thoughts written on them.

When activity is most appropriate:

Use this activity with a group of 20-25 persons during the orientation session right after levelling of expectations of participants and facilitators. There are no right or wrong answers. However, the activity gives facilitators an idea as to where participants are, i.e., their concepts or misconceptions on IPM that may be important to consider in the discussion of the training design.

It should be interesting to leave the drawings up on the walls for the entire period of the training program. Towards the end of the training program, use the same exercise to compare the differences in participants' ideas about IPM.
I Am...  

Purpose: Introduce one's self

Materials: None

Procedure: Ask members of the group to stand in a circle. Each participant thinks of an action that she will execute or do as she introduces herself. Each participant introduces herself to the group in the following manner:

1. Greet the whole group.

2. Greet the person immediately to her left while imitating the action that person earlier made.

3. Introduce herself to the group while doing her action.

The next person introduces herself following the same procedure.

When the activity is most appropriate:

Introducing one's self to a group during the first field school session is always difficult. It is more difficult for farmers who have not had an opportunity to stand and speak in front of a group of people. When people use actions while introducing themselves, it takes the fear off the task. The funnier the action done, the more fun people have introducing themselves. This activity is most appropriate during the first field school session and people are not very familiar with each other yet.
Ball Toss

Purpose: To recall as many names of group mates

Materials: Imaginary ball

Procedure: Ask the members of the group to stand in a circle. One person can start the activity by calling out another person's name as she throws the imaginary ball. The person who catches the ball then calls out another person's name as she throws the ball. Members of the group toss the ball to as many different people as possible to call out names of as many people as possible.

People catch the ball depending on the manner by which others throw it. If somebody throws the ball strongly then the person catching it should exert effort to catch it. On the other hand, if a person throws the ball lightly then the person catching it should demonstrate less effort.

When the activity is most appropriate:

After one session in the field school it will not be possible to remember the names of all the members of the group. An exercise to help people remember names may be necessary. It can also be fun.

This activity is appropriate for use on the second or third field school session when people do not yet remember all the names of people in the group.
Getting To Know Each Other (Dyads)

Purpose:
• Establish rapport among participants
• Develop cohesive working groups

Materials:
Envelope, drawings of objects cut into halves, pencils/ballpens, sheets of paper (Suggestion: draw objects that are IPM related like pests and natural enemies, carabaos, plow and yoke, etc.)

Procedure: Place one cut drawing of half an object inside each envelope. Give the following instructions:

Enclosed in this envelope are drawings of halves of objects. Try to locate the person who has the other half of the object you picked. When you find her, sit with her and get the following information: name; occupation; job-related information like specialized skill, previous job experience, training attended, other abilities; and personal information.

Give sufficient time for partners to interview each other. Ask each one to introduce her new friend to the rest of the group. Give a time limit of two to three minutes to each participant to introduce her new friend.

When activity is most appropriate:

Use this activity during the earlier sessions of a training activity. Use it during the session on getting-to-know-each-other. The activity helps build immediate rapport between the interviewed and the interviewer. It should help form cohesive working teams through establishment of trust and confidence with a co-participant. Use the activity with agriculture extension workers, community organizers as well as farmers.
Name Cards

Purpose: Describe one's self

Materials: Pieces of paper (bond paper)
Markers or crayons

Procedure: Distribute one piece of paper each to participants. If there are not enough markers for everyone then they can just share.

Each participant writes her nickname on a piece of bond paper. For every letter in her name each participant should write an adjective that she feels describes her. (See sample below.)

When everyone has completed the task, ask participants to sit in a circle and ask each to present her name.

When the activity is most appropriate:

The activity is most appropriate during the first weeks of the training course or the field school when people do not know each other well yet. Writing adjectives to describe one's self is a non-threatening way to do introductions. Write the adjectives in the local dialect particularly when using the exercise in the field school.
I Draw Myself

Purpose: Introduce one's self

Materials: Pieces of paper big enough to draw on  (Suggestion: short-sized bond paper)
Drawing material: suggestion - crayons

Procedure: Provide each participant with a piece of paper and crayon. Give them ten minutes to draw on their pieces of paper any object that best represents themselves. When everyone has finished, give each a chance to talk about their drawings. Encourage them to discuss why they chose the objects to represent themselves and the characteristics of the objects that resemble their personal qualities.

When activity is most appropriate:

Use this activity with a group of 20-25 persons preferably during the session on getting-to-know each other. Allowing the trainees to talk about objects that represent themselves provides a non-threatening, non-embarrassing situation where each one learns about each other's positive and negative qualities. Use the activity with agriculture extension workers, community organization workers as well as farmers.
Where Am I Here?

Purpose: Discussion starter

Materials: Blackboard and chalk or newsprint and marking pens

Procedure: The discussion leader goes up to the blackboard or newsprint and draws a square to represent the place where the group is currently holding its session. To help participants picture where they are, he can draw some landmarks the group is familiar with like a nearby store or tree or house. The whole group must first be consulted as to what they want to put in the picture. Some might want to indicate where their farms are. Others might want to indicate where their homes are. When this has been decided, ask participants to come up to the blackboard or newsprint and put a circle or a cross to mark where from the community he is.

When activity is most appropriate:

Use this activity as the discussion entry point during the first meeting in a Farmers' Field School. It does not require reading nor writing that might be threatening to participants who do not possess the skills.

Participants just put any mark on the board or newsprint. Furthermore, taking interest in where people are from makes them feel of importance and therefore, will be more likely to respond to the question.

The exercise is most appropriate with a group of 20-25 farmers.
**Photo Language**

**Purpose:** Introduce one's self to the group

**Materials:** Photographs cut out from old magazines. It is preferable to have more photographs than the actual number of participants so that people will have more to choose from. (It will be more interesting if the photographs include some background and not just the face/s of person/s.)

**Procedure:** Arrange the photographs in a circle before participants come into the room. When participants come into the room, ask them to go around the circle to find the photograph that they can identify themselves with. Each participant should choose one photograph which says something about herself, her values or concerns. Something that she would like to share with the group about herself.

When everyone has selected a photograph, the group settles down and introductions start. Each person shows the photograph she chose and explains why she chose it.

**Discussions:**
The main idea of the exercise is for everyone else in the group to understand what the photograph meant to the person who chose it. Discussions/questions should be limited to why the person chose the photograph; what she sees in the photograph that speaks about her and what it means to her. There are no right nor wrong interpretations of photographs.
Personal Seal

Purpose: Introduce one's self to the group

Materials:
One piece of white paper for each participant
Colored paper enough for everyone to share (One person may need only a small piece
of one color; she may need a bigger piece of another color)
Scissors and glue (enough for people to share)

Procedure: Provide each participant with a piece of white paper. Put the colored
paper, scissors and glue in a place (desk) where they are accessible to all. Ask each
participant to think of a design which would represent herself and the using the
colored paper execute the design. The design should be something that they can
identify themselves with, say something about themselves, their values or concerns.
Something that they would like to share with the group about themselves.

When everyone has finished, the group settles down and introductions start. Each
person shows the design she made and explains why she made it.

Discussions:
The main idea of the exercise is for everyone else in the group to understand what the
design meant to the person who made it. Discussions/questions should be limited to
why the person chose the design; what it is in the design that speaks about her and
what it means to her. There are no right nor wrong interpretations of personal seals.
Naming Groups

Purpose:
- Decide on group names
- List expectations and reservations on the course
- Define participatory norms for the course

Materials: Poster paper and markers

Procedure: As soon as the participants have been grouped, ask them to get together with their small groups. Give the groups five minutes to decide what their group name will be and to agree on how they will present their name through role play. After five minutes, get everyone together for presentation of role plays. A group will not have the right to the name they choose unless all the other groups are convinced by their role play. (Note: Two groups may choose the same name. The decision as to which group shall have the name will be determined by their role play.)

When group names have been agreed on, groups proceed to listing of expectations and reservations on the course. As groups present, the facilitator should summarize common expectations and reservations for further discussions leading to definition of participatory norms.

Discussions:
1. What should we all do to achieve our expectations from the course?
2. What should we all do to overcome our reservations about the course?
3. Whose responsibility is it to make the course successful as well as fun?
River of Life

Purpose: Share influences on, major events and experiences in one's life

Materials:
One piece of white paper per participant
Crayons or colored pencils (enough for all to share)

Procedure: Ask each participants to draw the River of their Life. This may include the source of the river (the early years of their life), the different periods of their lives such as peaceful times and wild stormy times (rapids and waterfalls). Small drawings showing the major influences, important people, events and experiences can be drawn beside the river. Encourage people to use colors to express different moods at different periods of their lives. Give 10-15 minutes for the drawing then ask people to break up into their small groups for sharing.

Discussions:
Not necessary. Sharing is best done in small groups people have been working with for some time and with people they feel comfortable. The object of the exercise is to get to know co-members better by knowing about the influences on, events, and experiences in their lives.
Finding One's Group (Animal Sounds)

Purpose: Illustrate individual's need to belong, i.e., need to be accepted

Materials: 25 small pieces of paper and pencil or ballpen

Procedure: Think of five different kinds of animals. These may be: dog, cat, duck, pig, carabao. Write down one kind of animal on each piece of paper. Make sure to have the same number paper for all the kinds of animals.

After writing on the pieces of paper, fold each one. Mix the folded pieces of paper together. Then ask each participant to pick one but not to open the paper that he picked.

When each one has picked a piece of paper, ask them to look at the kind of animal written. Nobody should let any one else know what was written on his paper. Nobody should speak to any one else. Nobody should make any sound at all. Participants can only do the action of the animal that they picked and find their group by looking at the actions made by the other members. Process the activity when each participant has found his group.

Ask the following questions of everyone: Did you enjoy the game? How did you feel when you could not find your group? Do you think farmers will want to come back to the Farmers' Field School if they feel they do not belong? How can we make farmers feel accepted in the Field School? Accept all answers.

Accepting all answers will encourage participants to share in the discussion as well as give them the feeling of respect. Emphasize individual's need to belong or the need to be accepted.

When activity is most appropriate:

The exercise is most appropriate as an ice-breaker in the morning or before the start of the afternoon sessions with a group of 20-25 agriculture extension workers, community organizers and farmers. Use it any time of the day when the group needs to do some perk up activity.
The Boat is Sinking

Purpose: Illustrate individual's need to belong, i.e., need to be accepted

Materials: none

Procedure: One person, perhaps a volunteer, should serve as the captain. The captain calls out:

"The boat is sinking. Group yourselves into _____" (The captain may select whatever number he wants to call out.)

As a number is called out, the participants group themselves accordingly. Eliminate persons who do not find groups to join. The game ends when there are only one or two people left.

At the end of the game, ask the following questions of everyone: Did you enjoy the game? How did you feel when you could not be accommodated in any group? Do you think farmers will want to come back to the Farmers' Field School if they do not feel accepted? How can we make farmers feel they accepted in the Field School? Accept all answers. Accepting all answers will encourage participants to share in the discussion as well as give them the feeling of respect. Emphasize individual's need to belong or the need to be accepted.

When activity is most appropriate:

The exercise is most appropriate as an ice-breaker in the morning or before the start of the afternoon sessions with a group of 20-25 agriculture extension workers, community organizers and farmers. Use it, however, any time of the day when the group needs to do some perk up activity.
STRUCTURED LEARNING EXPERIENCES

AWARENESS/SENSITIVITY TO OTHERS

Protecting One's Self

Purpose:
- Discuss why people protect themselves
- Discuss the importance of environment to the kind of behavior a person develops

Materials: As many numbers as there are participants written on pieces of paper
Tape for use in attaching numbers to participants' backs

Procedure: Ask the group to form one big circle. Give each participant a number which she should tape to her back.

The object of the game is for each participant to protect her number. (Note: It should be explained that the number represents the person. The participant should by all means protect her person!) At the same time, the object of the game is to collect as many numbers. The person who collects the most numbers wins. The game starts when the signal is given. People then move from their places.

Discussions:
1. How did you feel about other people 'attacking' you? (Remind them that their numbers were their persons. People trying to get their numbers were 'attacking' them.)
2. How did you protect yourself?
3. Did you feel that there was any person in the group who would not 'attack' you?
4. Why do people protect themselves? What happens when people live in an environment where they always feel that others would hurt/harm them?
Who Is Missing?

Purpose: Explain ways of increasing awareness of and sensitivity to others in the group

Materials: A blanket

Procedure: Ask the group to form one big circle. Make sure that there is enough space between each person so that one's movements does not affect the person next to her. Ask them to turn their backs towards the center and close their eyes. In the meantime, tap one person on the back and take her to the center. Cover her with the blanket. Ask the rest to open their eyes BUT to look straight ahead. Ask them not to turn around or look around so that they do not see everyone. Allow three guesses on who the missing person is.

After three guesses or when the group identifies the missing person, repeat the process. Each time, play "The Wind Blows" so that each participant will be standing next to a different person.

Note: "The Wind Blows" on those who have black hair means that people who have black hair exchange places. "The Wind Blows" on those wearing white shirts means that people wearing white shirts exchange places. The leader of the game may chose where she wants the wind to blow.

Discussions:
1. How did you guess who was under the blanket?
2. You only saw the persons closest to you. How did you feel about the situation?
3. Did you feel from which part of the room the 'missing person' was taken? How?
4. What does the game mean in terms of our awareness of others in the group? How can we develop more awareness and sensitivity to others?
Doing Things For or With People

Purpose: Discuss whether to do things for or with people

Materials: Chalk, pieces of writing paper, newsprint/poster paper

Procedure: Before the session, brief three volunteers on the mime situation. Two lines wide apart are drawn on the floor in chalk to represent the banks of a river. Pieces of writing paper are used to represent stepping stones in the river and an island (the newsprint/poster paper) is put in the middle of the river.

Two men come to the river and look for a place to cross. The current is very strong and they are both afraid to cross. A third man comes along and sees their difficulty. He leads them up the river and shows them the stepping stones. He encourages them to step on them but both are afraid, so he agrees to take one on his back. By the time he gets to the middle of the river, the man on his back seems very heavy and he has become very tired, so he puts him on the little island.

The third man goes back to fetch the second who also wants to climb on his back. But the third man refuses. Instead he takes his hand and encourages him to step on the stones himself. Halfway across the second man manages alone. They both cross the river. When they get to the other side, they are extremely pleased with themselves and they walk off together, completely forgetting about the first man, sitting alone on the island. He tries to get their attention, but they do not notice his frantic gestures for help.

Discussions:
1. Who did each of the people represent to you?
2. Does this happen in real life?
3. What happens when we work for people?
4. What happens when we work with people?
5. What does the game mean in terms of our awareness of others in the group?
   • Are there members of the group who need to be 'carried across the river'? How can we help them?
   • Are there members of the group whose 'hands just need to held as they use the stepping stones'? How can we help them?
Potato Exercise

Purpose:
- Share feelings about one's self
- Discuss factors necessary for better relations with others

Materials: Basket of potatoes (one potato per person)

Procedure: Everybody sits in a circle. The basket of potatoes is passed around quickly and each person picks one. Each person examines her potato carefully - its feel, weight, smell, peculiarities. She should be able to recognize it with her eyes shut because she will have to find it among all the other potatoes later in the exercise.

Next, each person discusses the characteristics of her potato with the person next to her. Each pair tries recognizing their potatoes with eyes closed. One person shuts her eyes, the other holds both potatoes. The one with eyes shut must pick her potato. Reverse the procedure. (Do this in groups of four or eight, if necessary.)

Ask the group to go back to the circle. All potatoes are collected and passed from hand to hand behind people's backs so that they do not see them. As each recognizes her potato, she keeps it without looking at it. The other potatoes are passed around until all are claimed (or at least most have been claimed).

Discussions:
1. What was your first impression when you were given your potato? What did you do to identify yours?
2. What feelings did you experience during the process?
3. What have you learned about yourself?
4. What have you learned about your relations with others?
5. What are the implications of the exercise for working together with others?
PROBLEM SOLVING
EXERCISES

A Piece of String

Purpose:
• List the steps of the problem solving process
• Describe leadership roles and identify responsibilities trainers should play in the
  problem solving process

Materials: pieces of string, scissors, rulers, tape measures or meter sticks, chalkboard
and chalk or newsprint and markers

Procedure: Call five volunteers for the first round of task. Brief the volunteers on
their task that is:

Having been given a piece of ten feet long string, a pair of scissors and a ruler, cut the
string into five pieces of equal length. Complete the task in five minutes. The group
should be able to say how long each piece should be using the metric system.

Ask the rest of the participants to observe the volunteers. After five minutes, the
volunteers go back to their places and observe the second group.

The instructions for the second group are:

Given a piece of ten feet long string, scissors and a ruler without a metric system, cut the piece of string into five equal parts. Complete the
task within five minutes. The group should be able to say how long each piece of string
should be.

Before asking the group to proceed with the exercise, ask the following questions as a
way of providing additional instructions. Do you know the conversion rate of the
British measurement? Do you have an idea on how you are to go about the exercise?
The easiest way to do the exercise is by converting measurements, which is:

1 inch = 2.54 centimeters
10 feet = 10 x 12 inches = 120 inches
120 inches = 100 inches + 20 inches
100 inches = 254 centimeters
20 inches = 20 x 2.54 centimeters = 50.8 cm
5 pieces = 304.8/5 = 60.96 cm

Fold the string into five equal parts/lengths. Cut the string and the measurement of each
length should be 304.8/5 = 60.96 cm.

After the additional instructions are given, ask the volunteers to proceed with the task.
When the task is accomplished, all the participants discuss and react on how each task
was done by the groups. Tie up the discussions by concluding the following observations:

- Without proper understanding of the situation, it takes time to do a task. Development work also requires that quick action be taken to overcome problems. This can only be achieved if the people know what they are supposed to do.

- Some people know what they are supposed to do but they do not know how to do it. This means that they need someone to assist them during the process of doing the activity.

Summarize the exercise on the second role of a change agent as:

- People may know what their problems are but take time to solve them because they do not know how. Our job as leaders is to provide information on how to do it. The provider of information is whom we call "process facilitator/helper". His concern is:

  ⇒ how to get help from development agencies
  ⇒ how to organize action-group activity
  ⇒ how to make decisions on something which has to be done

One of the most important role of a leader is emphasizing the "how to" of change. Playing the role of process facilitator/helper provides valuable assistance in:

- showing people how to recognize and define needs
- showing people how to diagnose problems and set objectives
- showing people how to acquire relevant resources
- showing people how to select or arrive at solutions
- showing people how to adapt or install solutions
- showing people how to evaluate solutions to determine if the solutions are satisfying their needs

When activity is most appropriate:

Use the exercise in a training of 20-25 participants. It is an appropriate starter for a session on creative problem solving process. Use brainstorming and group discussion as tools in carrying out the exercise.

Problem Solving Activity 1
Problem: A farmer buys a goat for PPs100.00. He then sells it for PPs200.00. He buys the same goat later for PPs300.00. Sells it again for PPs400.00. The question is: Did the farmer gain or lose? If he gained, how much did he gain? If he lost, how much did he lose?

Purpose: For groups to arrive at a consensus after debating on and convincing other groups that their answer is the right one.

Materials: Chalkboard and chalk or newsprint, markers and masking tape

Procedure: Ask the participants to solve the problem posted on the board individually. After five minutes, ask for their individual answers and write them on the board. All those with the same answer should group themselves together.

The facilitator should emphasize that there may be different answers to the problem. However, there is only one correct answer to the problem so the participants should decide which the right answer is. Ask each group to explain and convince the other groups that their answer is the right one. Encourage groups to clarify their answers.

After the session, all groups should arrive at a consensus as to the right answer to the problem.

Reflection: Discuss the exercise by asking the following questions:

1. Why did the participants arrive at different answers to the same problem?

2. How do you feel about the activity?

When activity is most appropriate:

Use this as an ice-breaker or as an activity to demonstrate how participants can explore and use resources present in the group. It allows participants to settle differences by being given the chance to be heard. It develops awareness of group members of behavior necessary for productive and effective group interaction. This is an appropriate exercise for trainers planning community action projects.
Problem Solving Activity 2

Purpose: Illustrate the need for planning and cooperation for successful team work

Materials: One meter of plastic straw for each person (enough number to pieces of plastic straw for all participants)

Procedure: Give each person a piece of plastic straw one meter long and provide the following instructions:

Make loops on both ends of the plastic straw. Each loop should be big enough so that a person's fist can slip in. Tie a knot to keep the loops in place.

Ask each member of the pair to slip in one fist each at each end of his piece of straw. Make sure to hook the two pieces of straw together with partners facing each other.

Partners should disentangle themselves, i.e., unhook their pieces of straw without untying any knot and keeping the loops on their wrists.

When activity is most appropriate:

The activity is most appropriate as a starter or as a closing activity for a team building session. It is appropriate for a group of 20-25 trainers.
COMMUNICATION

Whispering Game (Message Relay)

Purpose:
- Illustrate the breakdown of communication
- Demonstrate the importance of good communication in undertaking community projects

Materials: none

Procedure: Ask all the participants to form a circle. The facilitator then whispers a message to the first person on his right or to his left. Pass on the message on, i.e., whisper to the next person and the next until the message gets to the other end of the circle. Ask the last person to receive the message to say the sentence aloud. The first person to whom the facilitator whispered the message will verify the accurateness or correctness of the message.

Relate the activity to good and clear communication as a significant factor in successfully carrying out community undertakings. People may view the degree of change in the original message or breakdown in communication as changes caused by certain hindrances or barriers to effective communication that affects implementation of community projects.

When activity is most appropriate:

Use the activity as a starter for a session on Effective Communication or other topics on communication.
Ego Bombardment

Purpose:
- To increase awareness of the experience of not being heard
- To identify the factors that hinder listening and effective communication

Materials: None

Procedure: Ask participants to form two equal lines. Ask the groups to count off to check that groups have the same number of people. This procedure will likewise determine pairs. People who called out the same number may pair off. Before people start stepping out from their lines, give further instructions for the exercise.

Ask participants in Line A to be the listeners. As listeners, they should remain silent throughout the entire exercise. They are only to listen to their partners. Participants in Line B are to be the discussants. As discussants, they should speak throughout the entire exercise. Discussants should give their partners a positive comment. The comment may be on their partners' behavior in the training, her clothes, her appearance, etc. However, she should only give one positive comment.

Pairs may go and sit anywhere they choose to after receiving instructions for the game. The discussion should take only five minutes. After that, participants should be back in the hall to process the activity.

When the activity is most appropriate:

Use the activity as an opener for a discussion of effective communication. Use the discussion in relation to building teams. Following the process of team building, facilitate discussions on effective communication when team members have developed basic trust and therefore are more ready to communicate openly.
Sentence Completion

Purpose: Demonstrate the value of effective communication and planning in team work

Materials: Chalkboard and chalk or newsprint and markers

Procedure: Divide participants into four groups. Assign each group with a part of a sentence as:

<table>
<thead>
<tr>
<th>Group I</th>
<th>Name of person</th>
<th>(Who)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group II</td>
<td>Action word</td>
<td>(What)</td>
</tr>
<tr>
<td>Group III</td>
<td>Name of place</td>
<td>(Where)</td>
</tr>
<tr>
<td>Group IV</td>
<td>Expression</td>
<td>(How)</td>
</tr>
</tbody>
</table>

Give each group one (1) minute to plan together what to say (name of person, action, place, expression) when it is called. Start with a trial. For example:

<table>
<thead>
<tr>
<th>Who?</th>
<th>Group I</th>
<th>Joe</th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
<td>Group II</td>
<td>is crying</td>
</tr>
<tr>
<td>Where?</td>
<td>Group III</td>
<td>in the chapel</td>
</tr>
<tr>
<td>How?</td>
<td>Group IV</td>
<td>okay!</td>
</tr>
</tbody>
</table>

Write all answers on the board. A complete sentence should result: Joe is crying in the chapel, okay!

Ask questions and give answers briskly. Write all sentences on the board or newsprint. When all sentences have been written, ask participants to read them aloud. The completed sentences will result to laughter.

Tie up the activity with the discussion of the value of effective communication and planning in team work.

When activity is most appropriate:

Use the game as a starter or ice breaker. It is most appropriate with a group of 20-25 participants. Play the game any time but especially before sessions on communication or team building.
Facilitation Skills

When trainees participate in discussions, the learning process is enhanced. This can be done by showing interest in the learners, making them feel free to express themselves and ask questions, getting feedback and responding to them appropriately. All of these are part of facilitation.

An effective facilitator makes trainees feel they are valued as individuals. She should be able to take appropriate actions on observations about trainees feelings. She should be able to listen, to ask questions and handle answers to the questions. An effective facilitator must be able to handle problem situations.

Purpose:
- Demonstrate effective facilitation skills
- Formulate guidelines for effective facilitation

Materials: Situation to be presented in a 10-minute role play, preferably written on paper

Procedure: Before the session, request for a group of 7-10 volunteers to participate in a role play. Get this group together to discuss the situation. Do not let the other half of the group know about the role play situation.

Give instructions to the big group on what to observe during the role play. Specifically, ask them to look closely at the facilitator’s behavior/skills.

At the end of the presentation, discuss:

1. How did the facilitator show that she was paying attention to the learners? (Attending and listening skills)
2. How did the facilitator respond to the learners’ feelings based on their behaviors? (Observing skills)
3. How did the facilitator ask questions? How did she answer questions?

List down answers to the questions as these come up. Formulate guidelines for effective facilitation based on the answers to the above questions.

When the activity is most appropriate:

This activity should be done during the first week or second week of training but definitely before trainers conduct the first Farmers’ Field School session. Trainers will feel more confident about facilitating the first field school session if they have undergone the above exercise. The activity will be more meaningful and relevant if the situation presented in the role play is a field school setting.
Public Speaking

Public speaking is easy. However, it needs careful planning and preparation beginning with a definite purpose for the activity. One may start preparing by simply listing down ideas on the subject. Next, the ideas may be organized into a coherent pattern under not more than four main headings. Writing the main headings clearly as cues on a piece of card will be useful. Preparations for the activity will be useless without audience contact. Similarly, to be effective, negative mannerisms and gestures that distract attention should be controlled. Varying the speed of delivery, volume and pitch makes listening more interesting. Introductions should be short. At the end, it will help if important points are summarized for more impact and retention.

Purpose: Discuss techniques in effective public speaking

Materials: Three-minute role play material

Procedure: Ask one participant to play the role of a speaker emphasizing errors/mistakes. The role play may include the following behaviors:

1. Long, winding speech; no goal/point in view
2. Face buried in her notes
3. Distracting mannerisms
4. No pauses; continuous talking in the same volume, tone and pitch
5. Very long warming up period
6. No ‘feedback’, no summary at the end

After the presentation, ask the group what was wrong about how the speaker delivered his material. As answers are given, note these down on the board. Techniques in public speaking may then be discussed based on the responses. The following areas may be considered in listing down the techniques:

1. Presenting information
2. Audience contact
3. Verbal and visual aids
4. Mannerisms and gestures
5. Speech design
6. Beginning and ending

When the activity is most appropriate:

This activity should be taken up as part of the module on extension communication. While IPM training does not encourage trainers to make speeches in field schools, trainers should also be conscious about the way they speak in front of groups. It is suggested that this exercise be done during the early weeks of the training so that trainers will still be able to use learning from this activity in their field schools.
Dialogue or Monologue

Purpose: List down guidelines for good communication

Materials: Poster paper/ newsprint, markers, tape

Procedure: Before the session, brief six volunteers on the role play situations.

Role play 1: Two people meet. One of them starts to talk and gets so excited and involved in what she is saying that she pays no attention to the other. The other tries several times to speak, to ask a question, respond, or make a suggestion, but the first person talks on, so the second person remains silent and gives up trying. (The pair should decide on a topic beforehand.)

Role play 2: Two people meet and both start telling the other what they are concerned about. They each have a different topic. Neither is listening to the other, and both are talking at the same time.

Role play 3: Two people meet, greet each other, and start a real dialogue. Each one asks questions about the other's interests, listens and responds to the other's answers and shares their own views and opinions. (A common topic should be decided on beforehand.)

Give the first and second role plays 1-2 minutes. Give the third 5 minutes.

Divide the big group into three and assign one role play situation for discussions using the questions in the next portion. Groups later present summaries of their discussions.

Discussions:
1. What did you see happening in role play 1? (or role play 2 or role play 3, depending on what is assigned to the group)
2. Do these things happen in real life? How?
3. What can we do to help make communication as good as possible in this group? (As groups present their answers to this questions, they should be summarized by a facilitator on newsprint/poster paper. Answers to this question may be kept up on the wall to remind everybody about "Guidelines for Good Communication".
**Fishbowl Discussions**

**Purpose:**
- Assess patterns of communication in a group
- Identify ways to improve communication within the group

**Materials:** Poster paper/newsprint, markers, tape, notebooks and ballpens for taking down notes

**Procedure:** Divide the group into two. Ask one group to sit in the inner circle and the other in the outer circle. Position each person in the outer circle directly across a person in the inner circle so that she can observe that person closely. For fifteen minutes ask those in the inner circle to discuss why women do not attend field schools. Those in the outer circle refrain from speaking but should be noting down to whom the person she is observing spoke. She should note down the person's name (if it was directed to a specific person) or the group if it was a statement for all.

At the end of the discussion, ask the outer circle to get together to summarize the flow of communication which took place. They may do this directly on the poster paper/newsprint. First, one person should write down the names of the people in the inner circle as they were seated during the discussions. Then, each member of the outer circle may come up to the paper and draw the arrows representing the conversation which took place. Broken arrows leading to the center of the circle means that what was said was intended for the whole group/general. In case of statements directed to specific persons, heads of arrows should point to the name of that person.

**Discussions:**
1. What patterns of communication do we see on the chart? Are there people talking more and people talking less? Why were some people talking more? Why were some people talking less?
2. What can we do to help make communication as good as possible in this group? (As groups present their answers to this questions, they should be summarized by a facilitator on newsprint/poster paper. Answers to this question may be added to the "Guidelines for Good Communication" which resulted from an earlier exercise on communication.)
DECISION MAKING

Selecting A Partner

Objectives:
- Practice making individual and group decisions
- Discuss factors that determine individual and group decision making

Materials: None

Procedure: Divide the group into two: males and females. The groups sit in two separate areas. Ask for five volunteers from each group to sit in the inner circle while the rest sit in an outer circle. From the five female volunteers the male volunteers each select a partner. From the five male volunteers the female volunteers each select a partner. Each writes down the reasons for choosing the respective person as a partner. The persons in the inner circle then discuss their individual decisions while those in the outer circle take note of the processes that take place.

On the basis of individual decisions, the entire group of women formulate a set of criteria for selecting partners. The group of men do the same. The men and women then compare their process of setting criteria for decision making.

When the activity is most appropriate:

Ask the following questions to process the activity as a structured learning experience for decision making:

1. How did individuals arrive at their decisions? What were the steps the groups went through to arrive at a group decision?

2. Did all the group members agree with the decision?

3. What factors influence individual and group decision making?

4. What are the differences and similarities between individual and group decision making?

The activity is most appropriate when used for a TOT or Specialists' session on decision making. Do not use the exercise in Farmers' Field Schools.
ICE BREAKERS

Car, Boat, Plane

Purpose: Ice breaker

Materials: None

Procedure: Ask participants to sit or stand in a circle. (Individual chairs are better than benches. If individual chairs are not available, participants may then stand in a circle and markers indicated on the floor.) There should be only enough spaces for the participants. The leader or 'it' is the 'extra person' who may grab a space as part of the game.

When the 'it' says 'car' participants should move one space to the right. When the 'it' says 'boat' participants should move one space to the left. When the 'it' says 'plane' people should move to spaces across from where they are. When the 'it' says 'plane' and the people start to move, she may grab a space. The person who fails to get a space becomes 'it'.

When the activity is most appropriate:

Use the game between sessions to wake people up.
Battle of the sports

Purpose: Demonstrate the value of planning and coordination in successful teamwork

Materials: none

Procedure: Divide the big group into four smaller groups. Assign one sport activity/action each to each group. Use the following sports activities/actions:

⇒ basketball, shoot
⇒ baseball, bat
⇒ volleyball, smash
⇒ football, kick

Point to any group to start the game. The group should say its sport and its corresponding action thrice before calling out the sport and corresponding action of the group it has chosen to respond. The group that is selected does the same, i.e., say its sport and its corresponding action thrice before calling out the sport and corresponding action of another group. For example the basketball group may say, "basketball shoot, basketball shoot, basketball shoot to football kick". The football group should answer, "football kick, football kick, football kick to volleyball smash," and so on.

Eliminate any group that makes a mistake in calling out or doing the actions of any of the sports activities. The group that not eliminated automatically wins.

When a winner has been identified, ask the winning group why they think they won over the rest. (Expect different answers.) Ask the following questions: Why did your group not make any mistake? How did you choose which group you were going to call out next? Did you have a leader? Did you plan out? Accept all answers. Accepting all answers will encourage participants to share in the discussion as well as give them the feeling of respect.

Emphasize the value of planning and coordination for successful teamwork.

When activity is most appropriate:

The exercise is most appropriate as an ice-breaker in the morning or before the start of the afternoon sessions. Use it, however, any time of the day when the group needs to do some perk up activity.
Tiger, Hunter, Lawyer

Purpose: Demonstrate the importance of coordination in team work

Materials: None

Procedure: Ask participants to form two equal lines. Ask the groups to count off to check that groups have the same number of members. The groups then turn their backs to each other.

The facilitator counts one up to three. At the count of three the groups face each other and each group does the action and makes the sound of either the tiger, hunter or lion. (Note: Participants agree on the action and sound of each character. The hunter may shoot the tiger; the lawyer may send the hunter to prison; the tiger may eat the lawyer.) Groups should coordinate the actions and sounds they make. If anyone does not follow the others in the group, the other group gets the score or point. The first group to get five points wins the game.

When the activity is most appropriate:

Use the game as an ice-breaker. A brief discussion will make the activity more meaningful. Leading the participants to answer the following will stress the importance of coordination in team work:

1. Why were actions/sounds of group members not coordinated?
2. What was needed to coordinate actions/sounds made by group members?
3. What is the importance of coordination to team work?
Natural Enemies, Pests and Diseases

Purpose:
- Recall names of natural enemies, pests and diseases
- Ice breaker

Materials: chairs

Procedure: Ask the participants to arrange their chairs in a circle formation. When they are settled, give the following directions:

When the name of a natural enemy is mentioned, everybody should sit at attention. When the name of a pest is called out, everybody should change seats. When the name of a disease is said, everybody should stand at attention, their faces showing an expression of shock.

Execute actions quickly. Eliminate participants who are not able to do the actions at the count of three.

When activity is most appropriate:

Use this exercise as a defreezing activity or as a starter for a session on Pests, Natural Enemies or Diseases of Rice. It is an interesting method to help participants recall or memorize name of pests, natural enemies and diseases.
**IPM Story**

**Purpose:** Ice breaker

**Materials:** None

**Procedure:** Whoever leads the activity may make up her own story. The principle behind the game is that members of the big group participate and therefore are active players in the story.

Divide participants into four groups. Assign each group to be one of the characters in the story. Assign a corresponding sound or action to each character. Group members should execute the action and make the sound of their respective character. For example:

<table>
<thead>
<tr>
<th>Group 1: Farmer</th>
<th>whistle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 2: Field</td>
<td>clap hands</td>
</tr>
<tr>
<td>Group 3: Insect pests</td>
<td>stamp feet</td>
</tr>
<tr>
<td>Group 4: Natural enemies</td>
<td>laugh aloud</td>
</tr>
</tbody>
</table>

The facilitator may make up stories. For example:

One day, a farmer (group assigned whistle) was walking to his field (group assigned clap hands). He wanted to see what insect pests (group assigned stamp feet) and natural enemies (group assigned laughs aloud) were in his field (group assigned clap hands). While the farmer (group assigned whistles) was walking, he remembered that he forgot his sprayer. The farmer (group assigned whistles) decided to back to his house. The farmer ( ) did not know that in his field ( ) there were many natural enemies ( ) and only a few insect pests ( ). On his way to his field ( ), the farmer ( ) thought about looking at his field ( ) first. He saw that there were many natural enemies ( ). The farmer saw that there were only a few insect pests ( ). However, the farmer ( ) wanted to spray his field ( ). The farmer ( ) sprayed his field ( ) and killed all the insect pests ( ) and natural enemies ( ).

When the activity is most appropriate:

Use the game between sessions or to start the afternoon session.
Writing Numbers

Purpose: Ice breaker

Materials: None

Procedure: Write the numbers 1 up to 10 on the board. Demonstrate to participants how to write number 1 using their bodies. Ask everyone to try writing number 1 using their bodies. Continue on to number 2 and so on up to number 10. When the activity is most appropriate:

Use the game between sessions or to start the afternoon session.
Catch The Dragon's Tail

Purpose: Ice breaker

Materials: None

Procedure: Participants form two groups with equal number of members. Ask the groups each to form a straight line with members holding each other tightly by the waist. The person at the beginning of the line is the 'head' of the dragon. The person at the end of the line is the 'tail' of the dragon. The object of each group is to catch the tail of the dragon of the other group. The head of the dragon should move and the rest of the dragon's body should follow in the direction that the head takes. The head of one group should be the one to catch the tail of the other group. Members should not let go of each other. The group that catches the tail of the other dragon wins.

When the activity is most appropriate:

Use the game between sessions or to start the afternoon.
Parasitization

Purpose:
- Involve participants in a group activity
- ‘Break the ice’

Materials: One empty water bottle per group, one piece of string (about 1 meter long) per group, one ballpen per group

Procedure: Each group should receive one each of the materials needed for the exercise. One end of the ballpen should be tied with one end of the string. The empty water bottles are set up in a row with sufficient space between them on one end of the room.

Inform groups that they will be ‘wasps’. Each of them is to lay eggs on a pest. The ballpen hanging from the string will be their ovipositor. The bottle will be the pest.

Groups form one line each. The first person in each line ties the other end of the string around her waist with the ballpen hanging behind. When the signal is given to start, she walks from the starting line to the other end of the room where the bottle assigned to their group is and tries to put the ballpen into the bottle. This is done without holding the string. When she has put the ballpen into the bottle, she runs back to the starting line and gives the ‘ovipositor’ to the next person. The process is continued until all members of the group have had their turn. The group to finish first wins.

Discussions:
1. Which group finished first? Why?
2. Which group finished last? Why?


**Cup Relay**

**Purpose:**
1. Involve participants in a group activity
2. 'Break the ice'

**Materials:** One plastic cup per group, one plastic drinking straw per person

**Procedure:** Ask groups to form one line each. On the other end of the room, assign facilitators to stand as markers for a respective group each.

When the signal is given, the first person in the line puts the cup on the end of her plastic straw. She carries the cup with the plastic straw in her mouth and is not allowed to touch the cup or straw with her hands. She goes around the group marker at the other end of the room and walks back to the starting line. She transfers the cup onto the straw of the person next in line. The process is repeated until all members of the group have had their turn. The group to finish first wins.

**Discussions:**
1. Which group finished first? Why?
2. Which group finished last? Why?
Going to Market

Purpose:
1. Involve participants in a group activity
2. 'Break the ice'

Materials:
One bag per group
One pair of sandals or shoes per group
One big towel per group (big enough to wrap around the waist)
One small towel per group (size should be enough to wrap around one's head)
One shirt per group

Procedure: Ask groups to form one line each. On the other end of the room, assign facilitators to stand as markers for a respective group each.

When the signal is given, the first person in the line puts on the various items in the following order:

1. Wraps the big towel wound her waist
2. Puts on the shirt
3. Wraps the small towel around her head
4. Puts one the sandals/shoes
5. Carries the bag

She walks to the other end of the room, goes around the group marker and walks back to the starting line. Back at the starting line, she takes off everything and gives these to the person next in line. The process is repeated until all members of the group have had their turn. The group to finish first wins.

Discussions:
1. Which group finished first? Why?
2. Which group finished last? Why?
How Much?

Purpose:
1. Involve participants in a group activity
2. 'Break the ice'

Materials: None

Procedure: Assign groups the following names and prices:

<table>
<thead>
<tr>
<th>Group</th>
<th>Name</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>How much</td>
<td>$.50</td>
</tr>
<tr>
<td>Group 2</td>
<td>Cheap</td>
<td>$1.00</td>
</tr>
<tr>
<td>Group 3</td>
<td>Costly</td>
<td>$2.00</td>
</tr>
<tr>
<td>Group 4</td>
<td>Too costly</td>
<td>$1.50</td>
</tr>
<tr>
<td>Group 5</td>
<td>Too cheap</td>
<td>$.25</td>
</tr>
</tbody>
</table>

Everytime the leader of the game calls out the name of the group, the group should acknowledge by saying "yes". Each time he asks "How much do you cost?" the group should say their price. The number of times groups make mistakes is recorded. The first group to make five three mistakes may be punished. (The big group may agree on the form of punishment.)


**Clapping Multiples**

**Purpose:**
- Involve participants in a group activity
- 'Break the ice'

**Materials:** None

**Procedure:** Ask participants to form one big circle. Participants count off aloud one at a time from number one. Whenever a multiple of four is reached, the person whose turn it is to count claps instead of counting aloud. Begin counting from number one every time somebody makes a mistake. Eliminate those making mistakes and 'punish' them at the end of the game. Let the big group decide on the kind of punishment to give.

**Discussions:** Not necessary
Target

Purpose:
- Involve participants in a group activity
- 'Break the ice'

Materials: Piece of chalk, a coin

Procedure: Using a piece of chalk, draw three concentric circles on the floor. Label the innermost circle +15, the middle circle -10, the outermost circle +5, and the space outside of the circles -15. The ‘target’ should appear as such:

```
-15
+5
-10
+15
```

Ask each group to form a line. One at a time, group members take their turn and throw the coin into the target. Each one may aim for which circle he would like the coin to land on. Record each member's score on the board. Continue the process until all members of the group have had their turn.

After all groups have finished, compute the total score for each group. The group with the highest score wins.

Discussions:
1. Which group had the lowest score? Why?
2. Which group had the highest score? Why?
3. What is wrong with aiming too high?
TEAM BUILDING

Moving with Parts

Purpose: Explain the importance of individual participation in successful teamwork

Materials: An illustration of a motorcycle with all parts labelled

Procedure: Put up the illustration of the motorcycle in front of the big group. Ask participants which of its part is the most important. (Expect different responses from participants. Encourage them to explain why they feel the part they mentioned is the most important.) Accept all responses. There are no right nor wrong answers in this activity. When everyone has had his time to speak out, ask them if they think the motorcycle would run without any of its parts. Use the motorcycle parts as a parallel to individual group members. Ask the group about the importance of individual participation in successful teamwork. Again, accept all answers. Accepting all answers will encourage participants to share in the discussion as well as give them the feeling of respect.

When activity is most appropriate:

Use 'Moving with Parts' before starting discussions on team building. Use it with a group of 20-25 persons whether agriculture extension workers, community organizers or farmers.

Note: It should also be interesting to use an illustration of a power tiller, or a drum wheel tiller or a carabao pulling a plow instead of an illustration of a motorcycle.
Cooperative Squares Exercise

Purpose: Analyze elements of cooperation

Materials: Sets of broken squares (directions for making sets of broken squares at end of this exercise)

Method: The facilitator begins by explaining that the exercise will look at what is essential to successful group cooperation. Ask participants to form groups of five and to sit around a table. (It is possible to have one extra person to observe each group.) Give instructions on how to do the exercise.

Each person will have an envelope which has pieces of cardboard for forming squares. When the signal is given, the task of groups is to form five squares of equal size. The task will not be completed until each individual has before her a perfect square of the same size as those in front of the other group members. During the process, no group member may speak. The task should be done in silence. No group member may take or ask for a piece from any other person but she can give pieces to other group members.

When the instructions have been understood by all, distribute the set of squares in the five envelopes to each group. Ask groups to begin. The facilitator may enforce the rules during the exercise. When the task is completed, ask each group to discuss the following questions.

Discussions:
1. In what way do you think each of you helped or hindered the group in completing its task?
2. How did members feel when someone holding a key piece did not see the solution?
3. How did members feel when someone completed a square incorrectly and then sat back without helping the group further?
4. What feelings did they think that person had?
5. How did members feel about the person who could not see the solution as quickly as others?
6. How are some of the things you learned from this game true of real life and problems you have in your own situation?

After the small group discussion, call the whole group together for discussions on question number 6. Add a final question for the whole group:

7. What have we learned about cooperation?

Note: Some points that may arise from the group discussions are:
- Each person should understand the total problem.
- Each person needs to understand how to contribute towards solving the problem.
- Each person needs to be aware of the potential contributions of other members in a group.
- When working cooperatively in groups, we need to recognize the problems of other people in order to help them to make their maximum contribution.
• Groups that pay attention to helping each other work well are likely to be more effective than groups which ignore each other.

When the activity is most appropriate:

This is a good exercise for an evening activity. It is best to use the exercise with people who have a similar formal educational background. This exercise is based on geometry and some people who have little formal education may find the game too difficult and it could reinforce their feeling of “not being educated”.

Variation:

The same procedure may be used with broken “T’s” instead of squares.

**Directions for Making a Set of Broken Squares**

A set consists of five envelopes containing pieces of cardboard cut into different patterns which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares, each exactly 6” X 6”. Place the squares in a row and mark them as below, penciling the letters lightly so they can be erased.

The lines should be so drawn that when cut out, all pieces marked ‘a’ will be of exactly the same size, all pieces marked ‘c’ of the same size, and so on. By using several combinations, two squares can be formed, but only one combination will form all five squares, each 6” X 6”. After drawing the lines on the squares and labeling the sections with letters, cut each square along the lines into smaller pieces to make the parts of the puzzle.

Mark each of five envelopes A, B, C, D, and E. Distribute the cardboard pieces in the five envelopes as follows:
Envelope A has pieces:  i, h, e
Envelope B has pieces: a, a, a, c
Envelope C has pieces: a, j
Envelope D has pieces: d, f
Envelope E has pieces: g, b, f, c

Erase the pencilled letter from each piece and write, instead, the appropriate envelope letter, as Envelope A, Envelope B, etc. This will make it easy to return the pieces to the proper envelope for subsequent use another time.
Human Christmas Tree

Purpose: Demonstrate the importance of individual participation in successful teamwork

Materials: A list of ten objects that participants can illustrate using their bodies

Procedure: Divide the big group into five smaller groups. If there are those who cannot be accommodated in the small groups, ask them to act as judges. Otherwise, some facilitators may act as judges.

Each group should illustrate the objects that you call out using their bodies. However, they should not speak with each other as soon as the object has been announced. The groups may start moving as soon as you have announced the object. Give them ten seconds to execute the object and then ask them to 'freeze' or stop moving. For each object called out or asked to be executed, ask the judges to look at the groups and select the best one based on:

- number of group members involved
- creativity
- recognizability of form

When the ten objects in the list have been called out, executed by the participants and judged, the group that earns the highest points wins.

Ask participants what they felt about the activity. Ask the following questions: Did they enjoy it? Was it difficult? Did everybody participate? Ask the group about the importance of individual participation in successful teamwork. Accept all answers. Accepting all answers will encourage participants to share in the discussion as well as give them the feeling of respect.

When activity is most appropriate:

Use the exercise as a starter in the morning or in a session following a break. Use it with 20-25 persons whether agriculture extension workers, community organizers or farmers.
The Longest Line

Purpose: Develop sharing and cooperation among participants

Materials: Articles found on the bodies of participants

Procedure: Divide participants into five groups. Give the following instructions:

Make a line out of articles found on the body of each group member within five minutes. After completing the line, group members should form a straight line and clap their hands three times to announce that they have completed their task. The group with the longest line wins.

After giving the instructions, start the game. When the game ends, process and analyze the activity. Ask the following questions:

What happened during the activity? How did each group come up with their lines? What behaviors/attitudes did the group members show?

Abstraction: Team members will be able to come up with successful program or activity results when they cooperatively work, voluntarily share their efforts, resources, ideas, talents and actively participate in the undertaking.

When activity is most appropriate:

This game is appropriate with a group of 20-25 participants. Use it as a starter for a session on "Working with Others". Use it for sessions on how to go about group activities and carry out objectives successfully.
"No Lifting of Pen" Drawing

Purpose: Develop cohesion and cooperation among group members

Materials: Chalk and chalkboard or pen and newsprint

Procedure: Group participants into fives before giving the following instructions:

For five minutes, draw a farmer without lifting the pen. Give each participant one (1) minute to do his share in the drawing activity.

After giving the instructions, start the game. When the groups have implemented the first set of instructions, give the next set of directions.

This time, give each group five minutes to plan together on how to come up with an illustration of a farmer where each group member has a part in completing the drawing. Give each group five minutes more to work on their drawings as planned.

Evaluate each group's drawings after five minutes. Ask the following questions:

How did your first drawing look? How does your drawing look this time? Why was this so? How did you come up with your second drawing? What attitudes or behaviors did each member exhibit? Are you happy with the result of your first drawing? Your second drawing?

Abstraction: The first drawing activity showed how each group can work together without a clear plan and direction. However, result of the activity may not really show the figure being asked for. If each group has planned cooperatively on how the activity should be undertaken and each member has an assignment to perform and guidelines to follow, results certainly are better if not best.

When activity is most appropriate:

This game is appropriate for a group of 20-25 participants. Use this as an ice-breaker or as a starter for sessions on planning, problem solving, leadership, community organizing or group work.
**Block of Ice**

**Purpose:** Illustrate how people change in any development for progress

**Materials:** Chalkboard and chalk or newsprint and markers for use in illustrating a block of ice measuring 8 cubic foot or 2' x 2' x 2'.

**Procedure:** Draw on the board a block of ice with the above-mentioned dimensions.

Divide the participants into four small groups and give the following directions:

Imagine that you are given a block of ice measuring 2' x 2' x 2' or 8 cubic feet. Reshape or alter the shape of the block of ice to one measuring 2' x 1' x 4'. Group together and plan out how the group should go about it. List down the steps that you should follow in altering the shape of the block of ice.

When activity is most appropriate:

This activity is most appropriate when tied up with discussions on people and situations in development process. People in any development activity or program are like a block of ice. To change, they need to be "liquefied" and moved to a new situation and later on made to stay in that situation of change.
Building a Bridge

Purpose:
- Describe different types of leadership
- Make a list of different characteristics of each type of leader
- Make a list of things that a good leader should not do

Materials: Carolina or cardboard, masking tape, pairs of scissors, markers and pencils (for each group)

Procedure: Divide participants into three smaller groups. Let the members of each group choose a leader. Meet these leaders in a separate room while the rest of the participants are asked to guess what instructions are being given to the leaders. (Assign roles for each leader to play. One may play the role of an authoritarian/autocratic leader; another one may play the role of a democratic leader. Group leaders are successful if they can play their roles well. For example, group members may react negatively to the autocratic leader.) Upon return to their respective groups, give the following instructions:

Each group should build a bridge using a piece of cardboard or cartolina. The boards may not be enough but it is up to the group to do something about the other materials they need. Groups may choose wherever they want to work while constructing their bridges. However, after ten minutes, the groups should gather to present their outputs.

Ask the following questions during the presentation of outputs.

Which group finished its bridge? What contributed to the completion of the bridge? Why did other groups not complete their bridges? What type of leadership did each group leader demonstrate? What characteristics of a leader did each of the group leaders show? What things should a good leader not do?

When the activity is most appropriate:

The exercise is appropriate when introducing a session on leadership. Use it in a training of 20-25 participants. It is also appropriate when team building on cohesiveness and cooperation is needed.
Building Towers

Purpose: State behaviors/attitudes which contribute to and which hinder team building

Materials: 30 pieces of plastic straw for each group
Masking tape and scissors (Put these on a table for everyone to see but not distributed to the groups.)

Procedure: Ask participants to group themselves into five smaller groups. Give each group 30 pieces of plastic straw. Tell them that they are given 20 minutes to build a tower. Do not give any elaboration about the tower they are to build. The groups have to discuss among themselves how to go about building their towers.

Put a roll of masking tape and scissors in front of the room for everyone to see. However, do not call their attention to these materials. The objective of this is to see how the groups make use of resources that might be available to them.

As each group finishes its tower, write down the time in terms of number of minutes it took to complete their output. After 20 minutes, announce that the time is up. Ask all the groups to put their towers in the center of the room so that everyone gets a good view of all the outputs. Process the activity.

Parallel the towers to teams or groups. Certain behaviors/attitudes of group members contribute to make a strong team or group. Ask participants what factors contributed so that they completed their towers. Ask them what behaviors/characteristics among group members hindered the completion of the groups' outputs. After discussing weaknesses of the groups, they might want to suggest things to do to overcome weaknesses.

To add fun to the discussion, the towers may all be lined up and an electric fan turned on to see which one will fall down first. It follows that the tower with a wider base will fall last, if it falls at all. Liken this to teams with individual members providing strong support to their respective groups.

Another point to process is how groups used resources, i.e., masking tape and roll of scissors, which were made available. It is interesting to discuss how some groups did not want to share, some groups were very generous and some groups grabbed the materials from other groups. Discuss sharing of resources/materials in terms of establishing linkages between and among groups to maximized resources.

When activity is most appropriate:

The activity is appropriate for a session focusing on behaviors that contribute to and which hinder team building. Because participants talk about their teams in terms of the towers they built, it does not become threatening to talk about behaviors/attitudes that normally may not be comfortable to discuss.
Winner Takes All

Purpose:
- Assess strengths and weaknesses of the group
- Enumerate things to do to overcome weaknesses of the group

Materials: Sets of objects that are non-functional unless they are used together. For example:

- betel nut
- tobacco leaf
- lime
- a can to be used as a spittoon

- left shoe
- right shoe
- left sock
- right sock

- ballpen cap
- ballpen ink (filler)
- ballpen body
- piece of paper

- hot water in a cup (Tape a piece of paper labelled ‘hot water’ to the cup. The person who picks this may then get the hot water for himself.)
- pack of coffee
- pack of sugar
- teaspoon

Procedure: Prepare enough items so that each person in the group may pick one. Put all items in a big bag or box and mix them up. Go around the room asking each person to pick one object from the bag or box without looking. When each one has picked an item, give the instructions.

Without speaking to anyone, they should look for their groups. No one can ask for anything but any one may offer her object if she finds her groupmates. When a group has assembled all the items, they should use or consume the object. Otherwise, their group does not win. For example, the group that gets the betel nut, tobacco leaf, lime and spittoon should share the items and therefore, chew the mixture. The group that gets the ballpen parts should put all the parts together and each member should use the pen to write on the piece of paper. Process the activity when all the groups have used or consumed their objects.

Asked which group finished first and why. Asked which group finished last and why. Discuss strengths and weaknesses of groups in terms of factors that contributed to getting their objects completed and eventually being used. Certain behaviors/attitudes...
of group members contribute to make a strong team or group. Ask them what behaviors/characteristics among group members hindered the completion of the groups' outputs. After discussing weaknesses of the groups, they might want to suggest things to do to overcome weaknesses.

There might be instances when participants are not familiar or do not have the habit of chewing betel nut. In these situations, it might be fun to discuss what the group felt when they had to chew the items to comply with the instructions.

When activity is most appropriate:

The activity is appropriate for a session focusing on behaviors that contribute to and which hinder team building. Because participants talk about their teams in terms of the objects they completed and used, it does not become threatening to talk about behaviors/attitudes that normally may not be comfortable to discuss.
List As Many As You Can

Purpose: Demonstrate the advantage of working in groups

Materials: Pieces of paper, ballpens

Procedure: The facilitator invites the whole group to listen while she reads a list of twenty wholly unrelated items such as:

- pin
- chair
- blanket
- juice
- door
- line
- phone
- spoon
- car
- sea
- cat
- globe
- ship
- carpet
- light

After reading the list ONCE, participants are asked to write the items they can recall. At the end of three minutes, ask who among the participants was able to list twenty items, nineteen, eighteen. Then ask them to work in pairs and give three minutes more for the task. After three minutes, ask again which pair has listed twenty items, nineteen, eighteen. Next, ask them to group into fours to do the same task in one minute. When the time is up, ask which group was able to list all twenty items.

Process the activity when everyone has settled. Ask the following questions: Where you able to list more items when you worked alone or when you worked in pairs? Did working with a bigger group result in your being able to list more items? Why was this so? Parallel the exercise with working in the community. Ask the participants if they think more will be accomplished in the community particularly with farmers if they work in teams rather than working alone. Find out why they think so.

When activity is most appropriate:

The activity will be most appropriate if the participants are asked to reflect on their experiences in implementing community projects.

Ask them to parallel implementation of IPM with the exercise, i.e., completing the list of 20 items. If a person works alone, she might not complete the list. This is true of community projects. More things are achieved by working together. Members need to cooperate and contribute their share or perform their roles to get more things done.
Electric Posts

Purpose:
- Plan cooperatively
- Discuss factors affecting group work

Materials: Piece of chalk, pieces of paper labelled 500,000 volts, 750,000 volts, 300,000 volts or 400,000 volts (as examples)
Pieces of masking tape to attach labels to 'electric posts'

Procedure: With the piece of chalk, draw circles on the ground at different spots. The distance and arrangement of the circles should be such that when persons standing in the circles put their arms sideward, they would touch the hand of the person/s in the circle/s nearest them. The following arrangement may be considered.

Finish line

Starting line

Ask facilitators to stand in a circle each. They are to be electric posts. Assign voltages to each electric post by sticking one label to each person's shirt.

Ask groups to form a line each. Throughout the game, members of each group should not let go of each other. When the signal is given one group at a time begins from the starting line, goes around each of the posts and should cross the finish line. When the game starts, the posts put their arms sideward and keep turning. The object of the game is for groups to cross the finish line without any member being tagged. Once a member of a group is tagged, all the members are electrocuted and fall to the ground. They then become obstacles that other groups have to hurdle in the game.
Discussions:
1. For groups which were able to make it to the finish line:
   • How were you able to make it to the finish line?
   • Was it difficult to keep the group together until you finished the game?
   • How were you able to hurdle the obstacles?

2. For groups which were not able to make it to the finish line:
   • Why were you not able to make it?
   • If you were given another chance to go through the game, do you think your group would make it? What would be the reason for this?

3. What factors determine success of group work?
**Water Brigade**

**Purpose:**
- Plan cooperatively
- Discuss factors affecting group work

**Materials:** Two buckets, two basins, enough water for two groups

**Procedure:** Divide the group into two. Ask each to form a line. At the front end of each line, provide a bucket full of water. Put the empty basin/s at the other end of each line.

When the signal is given to start, the persons at the front end of the line using their palms get water from the bucket. This water is passed on to the next person in the line and down to the last person. The last person in the line empties her hand into the basin. This process continues until the group fills up its basin with water.

**Discussions:**
1. For the group which was able to fill up its basin first:
   - Why do you think you were able to finish first?
   - Did your group plan on any strategy or method to achieve your goal? What was this?

2. For the group which finished second:
   - Why do you think you were not able to finish first?
   - If you were given another chance to go through the game, do you think your group would make it? What would be the reason for this?

3. What factors determine success of group work?
Your Standpoint is Your Viewpoint

Purpose:
- Demonstrate how group work is affected by different viewpoints
- Discuss factors affecting people's views of reality

Materials: Two chairs, a door

Procedure: Before the session, brief three volunteers on the role play situation. The role play begins with two people sitting facing each other. One person faces the door. (Note: There should be only one door in the room. If there are more than one, cover the rest with the blackboard or by putting up poster paper.) The second person sits with her back to the door. The third person comes in from one side, and asks, "Where is the door?" They both answer immediately. The one facing the door says, "In front". The one with her back to the door says, "Behind". The third person asks again, "Where?" and he gets the same responses. The process goes on for several times with people shouting at each other. The play ends.

Discussions:
1. Who was correct? (Was anyone correct for the third person because the door was at her side, not behind or in front?)
2. What does the role play tell us? Does this happen in real life?
3. What factors affect people's views of reality? (education, culture, sex, age, etc.)
4. How can group work be improved?
Strengthening Team Relations

Purpose: Give and receive suggestions to improve team work

Materials: None

Procedure: Explain the purpose and the procedure of the exercise to the group. Ask for a volunteer who would like to receive feedback to start the ball rolling by asking others to tell her:

1. What do I appreciate about your contribution and behavior in the team?
2. What do I find difficult?
3. What I would like to request of you to make our teamwork more fruitful.

The person receiving feedback should facilitate, calling on those who show that they want to speak. This helps make sure that people speak directly to the person concerned. For example, "I really appreciate the fact that you are always on time for sessions." If people start to speak about others, e.g., "Thuy is very generous about volunteering, etc." - the facilitator should remind them to speak directly to the person concerned. When everyone who wants to speak has had an opportunity to do so, ask for the next volunteer.

Remember: The group should not pressure people to volunteer to receive feedback. If they do not want it, they will not be able to use it constructively.

Alternative questions:

1. What I see as your strengths as a member of the team.
2. Some suggestions for using your gifts and skills more effectively on the team.

OR

1. What I would like you to continue to do.
2. What I would like you to stop doing.
3. What I would like you to start doing.

Discussions: Not necessary.
Puzzles

Purpose:
• Demonstrate the importance of cooperation in a group
• Give suggestions on how to improve team work

Materials: Five puzzles of the same object with exactly the same number of pieces; pieces should be of the same configuration and shapes (Note: Before the session, facilitators may prepare the puzzles by drawing a dragonfly or a spider. These may be pasted on cardboard or hard board and then cut out.)

Procedure: The following preparation needs to be done before the session. From two puzzles, hide two pieces each so that you have three sets of complete puzzles and two sets which are not complete. Put each set in separate envelopes.

Ask participants to get into their small groups. Ask each group to pick out an envelope. When the signal is given, ask groups to begin working on their puzzles.

Three groups will finish quickly because they have all the pieces. Two groups will probably struggle for a long time but will not complete their puzzles.

Discussions:
1. What were you doing during the game?
2. Why did some groups finish before other groups?
3. How did the groups which could not complete their puzzles feel?
4. Does this situation happen in real life? Give examples.
5. How do other people in a group feel if a member does not cooperate in the group work?
6. What happens when some members do not cooperate?
7. What can be done to prevent this from happening in our group?
Pic-Pac-Boom

Purpose: Demonstrate the need for interdependence for team success

Materials: None

Procedure: Ask participants to count off by threes. Each group of three then sits together. Assign numbers to each group consecutively. Within each group, instruct the person on the left to say 'pic'; the person on the right to say 'pac'; and the person in the middle to say 'boom'. Each group member stands up as she says the syllable assigned to her and immediately sits down so that the next person can do her part. After the person in the middle says 'boom' and sits down, the three members of the group stand altogether to call the number of the group they choose. All members of the group should stand at the same time and call out the same group. Failure to coordinate will mean elimination from the game. (Calling out the number of a group previously eliminated will cause elimination.) The group not eliminated wins.

When the activity is most appropriate:

Use the activity as an opener to discussions on the process of team building. In the process of team building, interdependence is important. Team members each have a definite role and functions but they are also dependent on each other for advice, encouragement, etc. Each needs the other members of the team. The contribution of each member contributes to the success of the whole team.

Process the activity by asking the following questions:

1. Why do you think group # ___ was eliminated first?
2. Why do you think group # ___ won?
3. What is interdependence? What is the value of interdependence to the success of a team?
4. How do we foster interdependence?
Admirable Group

Purpose:
- Be aware of the impact one's group makes on other groups
- Be aware of other group's perception of one's group
- Discuss ways to solve conflicts within one's group

Materials: Cartolina (one piece per group)
Marker (one per group)

Procedure: Using existing groupings, ask each group to sit together. Ask members to choose one group that they admire. When members have agreed on one group, they discuss the qualities of the group that made them admire it. On one side of the cartolina, they write four outstanding qualities of the group. On the other side they write the name of the group.

Place all the pieces of cartolina in the middle of the room. The sides with qualities face upwards so that groups cannot see the names of groups written on the back.

Before asking groups to go around the room to look at the qualities listed down, ask each group how they would feel (and why) if they did not receive any piece of cartolina. Ask each group also how they would feel (and why) if they received a piece of cartolina. This is to prepare groups for the event or in case they do not receive any cartolina.

Groups then go around the pieces of cartolina discussing the qualities listed. If they feel the qualities describe or fit their group, then they may pick it up. They then check the name of the group written on the back. If the description does not belong to them, they turn it over to the right group.

When the activity is most appropriate:

The activity is useful for team building. In the process of building teams, conflicts and differences are inevitable. This is because each person in the team is a unique individual. Conflicts enhance growth of the group. Working through conflicts is a group process that will help build a team into a stronger one. When teams refuse to accept conflicts they miss on opportunities to grow and create situations that may become more damaging to the group. Other groups may call attention to possible conflicts within a group by letting them know about their perception of the group. When this happens, there is a chance that groups may accept conflicts and try to work them through.
Ask the following questions to process the activity:

1. For groups which received descriptions from other groups:
   • How do you see your group based on the perception of others?
   • How are you affecting other groups?
   • What does your impact on them tell about your group?

2. For those who did not receive any description from the groups:
   • How does your group feel about this?
   • What does this tell about your group?

3. What insights have you gained about your group which could help it develop into a better team?

4. What is the value of being aware of other people's perception of your group?
Picture Hanging

Purpose:
• Demonstrate the need for cooperation for successful team work
• Illustrate the value of building from parts to make a whole

Materials: Old magazines from where participants may take pictures, scissors, colored paper, cardboard or chipboard, paste, pieces of string, thumb tacks or tape (for hanging the frame) for each group

Procedure: Group the participants into three. Provide each group with a complete set of materials listed above. Provide the following instructions:

Look for a picture that reflects your perception of how groups should work together. Mount the picture using as many materials as could be used from the set provided the group. Hang the picture after mounting it.

Ask participants to talk about their experience in the context of working together and using parts to come up with a whole.

When activity is most appropriate:

Use the activity as a starter for a session on evaluating a training activity or program. View the parts out of which the picture frame is made as items that contributed to whole training program. And that, without the cooperation of all the members of the group, it would have been difficult to achieve goals or accomplish targets.
Blindfold Exercise

Purpose: Generate commitment from participants for the implementation of the project

Materials: Handkerchiefs, box, padlock, keys, ballpens, small pieces of paper

Procedure: Each participant should find a partner. With handkerchiefs, ask person A of every pair to be blindfolded. Ask person B of every pair to bring person A to take a walk in a familiar place like a garden or a lawn. Person B should be responsible for leading person A merely by giving directions and without necessarily holding her/him. Suggest that along the way each pair may talk about training-related experiences. Ask participants to change roles after 15 minutes so that person B is now blindfolded and person A is the guide for the next 15 minutes.

Without letting at least two blindfolded persons know, ask their guides to leave them before they reach the other end. Observe the reactions of the blindfolded persons without guides. (Facilitators must make sure these blindfolded persons get to the session hall safely.)

Process the activity when all participants are back in the session hall. Ask participants to parallel the blindfolded walk in the garden to the training program. Ask the following questions:

- Along the way, what obstacles did those blindfolded meet? (Parallel these obstacles to problems in the training program.)
- For those who had difficulty trusting their partners, why was this so? (Touch on the sense of commitment of persons, i.e., trustworthiness, reliability, etc., which affects how people perceive persons they can trust.)
- How did the blindfolded persons feel when their guides left them? (Discuss this in terms of people letting down commitments or failing to keep commitment. Discuss commitment in the light of properly turning over responsibilities.)

Relate the problems/situations/conflicts that cropped up during the activity to what might happen during the implementation of the IPM project.

End the activity by asking the participants to write on small slips of paper at least five things they will do to promote IPM. Put all pieces of paper in a box and secure the box with a lock. Inform the group that the box will be opened after three or four months when the group gets together. This will be the time when they may assess the extent of their commitment based on the degree to which they implemented their plans. Participants shall keep the keys of the lock while facilitators or the sponsoring agency may keep the box containing participants' plans.
When activity is most appropriate:

Use the activity towards the end of the training program when participants need to discuss about commitment and think about how they intend to promote IPM.

The use of a box that can be locked to contain participants' list of commitments has an element of suspense that contributes to the effectiveness of the exercise. However, facilitators must make sure to be back in the area to go over the list of plans on the date and time agreed upon. Failure to do so will disappoint participants' expectations.
Participatory Methods to Evaluate Training
USING PARTICIPATIVE METHODS TO EVALUATE TRAINING

Education is what survives when what has been learned has been forgotten.

--B. F. Skinner, leading American exponent of behavioral psychology

The classic model of training evaluation requires the trainer to consider evaluation as taking place at four levels:

1. Participant reaction level (attitude or feeling regarding satisfaction-dissatisfaction).
2. Learning (observable or measurable behavior change) in the classroom or training situation.
3. New or changed behavior (performance) on the job.
4. Measurable impact of the training on the organization, e.g., increases in productivity, sales, quality, profitability and reductions in cost, waste, scrap, accidents, grievances, absenteeism, customer complaints.

It will be noted that as we move from Levels 1 to 4 the data become more objective and thus more meaningful. Most training, however, is evaluated only at Level 1 since that information is quite easy to obtain. Conversely, evaluation at Level 3 and 4 requires much more work and sophistication (ideally, before and after techniques coupled with experimental and control group procedures) and thus is left by the trainers to the researchers and statisticians.

Participant Reaction Level

Participant reaction data, which only report attitudes and feelings, obviously are not "hard" data; that is to say, they don't attempt to measure changes in behaviour or performance. In fact, research psychologists and others typically use such terms as "happiness data" and "whoopie sheets" to describe the usual self-report feedback rendered by enthusiastic and grateful participants. The enthusiasm, they say, is almost certain, given an adequately interesting and active program, hotel/motel food, a friendly trainer, a chance to get away from the usual office routines (and even the family in some cases), and a chance to have a few drinks with old buddies.

Nevertheless, participant reactions are still useful information for these reasons:

- They are easy and economical to gather and certainly better than no data at all.
- They do meet the trainer's need to know how well his/her efforts have been perceived. (Trainers have egos that require stroking, too!)
- Certainly management also wants to know how well the training is being received by
the participants. If the trainees don't like it, there's little point in supporting it.

- If the trainees are not satisfied with the training, the likelihood is that it will be ignored in whole or in part. Conversely, if the training is deemed to be worthwhile, there is at least a possibility it will be applied. Thus, it is desirable to know what the satisfaction-dissatisfaction ratio is.

- They can be a guide to program improvement.

In the paragraphs that follow, a number of involving, group-in-action methods to collect participant data are described. They are easy to apply and are intended to serve as a supplement, not a substitution, for questionnaire-type data. Questionnaires are important for they permit the garnering of participant reactions in a systematic way. The trainer is thus able to learn, for example, that 75% of the trainees felt that learning for them was "high", 15% learned at a "moderate" level, 5% learned in a "minor" way, and the other 5% were "not sure." The trainer may also learn that a majority of the participants favored small group work over lectures, the day was too long, and the ventilation was poor much of the time.

As to group-in-action methods of evaluation, they serve these useful purposes:

- They stimulate trainee thinking about personal learning. Group interaction is an effective means of opening new avenues of thought about the completed training experience and the need for growth or improvement.

- The participant's ideas or questions about the program can be "checked out" (reality tested) with others. Conversely, the questionnaire procedure, if used alone, requires preparation of responses in total isolation from one's peers.

- Aside from personal learning, ideas for program improvement (methods, administration, facilities) can be obtained.

- If the training program is a highly participative one, evaluation procedures that involve participants are a logical way to conclude the training effort.

The best evaluation design, then, at the reaction level is to use this paired approach:

1. Begin with the collection of data via group-in-action methods.

2. Finish with administration of a formal questionnaire. Some trainers may wish to use a "fun-type" questionnaire, such as in appendix 64. (Need training always be grim?)
**Itemized Response Technique 1**

**Purpose:**
- Evaluate the activity or workshop:
- Identify and reinforce good things which have happened
- Draw suggestions and recommendations for the improvement of the workshop

**Materials:** Blackboard and chalk or newsprint and marking pens

**Procedure:** Divide the blackboard or newsprint into two columns. On the left column, write down the heading: **What went well**. On the right column, write down the heading: **Needs improvement**.

Ask participants to think of the day's activities. Then ask them what they think went well during the day, i.e., the good things that happened in the conduct of the workshop during that day. Write down all responses. There are no right or wrong answers in this activity. When all responses have been exhausted, ask participants to focus on the things that need improvement or what can be done to improve the next day's conduct of the workshop. Again, write down all responses.

**When activity is most appropriate:**

Use this activity with a group of 20-25 persons as an evaluation tool at any point during the workshop. Ask participants to consider such items as the venue, their co-participants, the facilitators, the objectives of the workshop, workshop materials, etc. Writing down all responses encourages participants to share their views. The act of writing all responses demonstrates that all their ideas are respected and considered. The intention of the activity is to call attention to and reinforce the good points that have happened. Use the activity to draw recommendations and suggestions from the group on to improve the workshop.

Use the Itemized Response Technique with agriculture extension workers, community organization workers as well as farmers.
Itemized Response Technique 2

Purpose:
• List down content areas/training activities which have been most helpful so far
• List down content areas/training activities which have not been helpful so far
• List suggestions for improvement of content areas/training activities

Materials: Tape, pair of scissors, poster paper/newsprint, markers

Procedure: Put up three pieces of poster paper/newsprint on the wall. Write the following headings on each of the paper:

1. Most helpful
2. Not helpful
3. Suggestions for improvement

Go through each newsprint one at a time. Begin with what participants have found to be most helpful about the course so far. List down all responses. When there are no more responses, move on to the next area/s. Repeat the procedure until all responses have been listed down. Every time somebody gives a response, inquire further or ask the participant to explain further about what she said. This will help everyone understand better why the particular statement was given.

The exercise may be used to evaluate a week or several weeks’ activities. It may be useful to list down the content areas/training activities that should be evaluated prior to the exercise so that nothing is missed out.

Discussions:
Run through the list of suggestions for improvement. Ask how the group could go about each suggestion. If need be, ask for volunteers to do specific tasks.
Weather Bureau

Purpose:
• Evaluate the activity or workshop:
• Identify and reinforce good things which have happened
• Draw suggestions and recommendations for the improvement of the workshop

Materials: Blackboard and chalk or newsprint and marking pens

Procedure: Divide the blackboard or newsprint into two columns. On the heading of the left column, draw a picture of a sunny day, i.e., the sun shining brightly in the sky. On the heading of the right column, draw a picture of a rainy day, i.e., rain falling from clouds in the sky. Ask participants to think of the day's activities. Ask them what they think went well during the day, i.e., the good things that happened in the conduct of the workshop during that day. Then ask them to focus on things that need to be improved or what can improve the next day's sessions. There are no right or wrong answers in this activity. Provide pieces of chalk or marking pens which participants can use to write their ideas. Anybody can just come up to the board or newsprint and put down his ideas.

When activity is most appropriate:

Use this activity with a group of 20-25 persons as an evaluation tool at any point during the workshop. Ask participants to consider such items as the venue, their co-participants, the facilitators, the objectives of the workshop, workshop materials, etc. When participants have become familiar with the mechanics of the exercise, the newsprint may just be posted on the door or wall. Participants may just write at any time of the day. Read responses at the end of each day to monitor the 'weather condition', i.e., how participants feel about certain aspects of the training program.

Use the Weather Bureau with agriculture extension workers, community organization workers as well as farmers.
**Ballot Box Exercise** (see Facilitator's Guide for details)

**Purpose:** To measure trainees' knowledge and skills in identifying insect pests, the damage they cause and their natural enemies.

**Materials:** Pieces of cardboard or folders, vials, rubber bands, marking pens, thread, bamboo sticks, thumb tacks.

**Procedure:** Collect and preserve insects and natural enemies in vials and mount the same on pieces of cardboard or folders.

Prepare questions guided by the *Matrix for Ballot Box Questions* following this section. The questions should be in the dialect or vernacular. Write the questions on the cardboard or folders. (They should be of a selection type where participants only choose the letter of the correct answer.)

Mount the cardboard/folder on the bamboo sticks with the thumb tacks and set up the "ballot boxes" in the field. Use rice plants in the field showing actual insect damages for the exercise.

During the exercise, trainees only select their answers and drop them in the "ballot boxes" attached to the cardboard/folders.

**When activity is most appropriate:**

The exercise is appropriate for measuring the ability of trainees in identifying insect pests as well as the damage they cause and their natural enemies. It becomes meaningful because actual field situation/problems are presented. Participants need not know how to write to be able to participate in the activity. In cases where some participants cannot read, facilitators must make it a point to walk with those concerned and assist them by reading out the questions to them.
### Matrix for Ballot Box Questions (and sample questions)

<table>
<thead>
<tr>
<th>Area</th>
<th>Function</th>
<th>Life cycle</th>
<th>Damage symptom</th>
<th>Management</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soil</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fertilizer</td>
<td></td>
<td></td>
<td>What fertilizer should be applied to remedy this deficiency?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td>Is the water level sufficient for the stage of the crop?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weeds</td>
<td></td>
<td></td>
<td></td>
<td>Which of these is most difficult to control with water management?</td>
<td></td>
</tr>
<tr>
<td>Crop</td>
<td>If you only had enough fertilizer for one application, at which of these stages would you apply it?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rodents</td>
<td></td>
<td></td>
<td></td>
<td>Which of these stages do rats find most attractive?</td>
<td></td>
</tr>
<tr>
<td>Insect Pests</td>
<td></td>
<td></td>
<td>At which stage is this the most damaging?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Enemies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Snails

The *Matrix for Ballot Box Questions* is intended as a guide for formulating the ballot box test. Using the matrix will ensure that the facilitator evaluates all the possible areas that should be assessed. Questions should be distributed among the various areas and content. Care must be taken that the questions are formulated in such a way that participants are merely identifying specimen but are analyzing functions. In most cases, the total number of questions asked is twenty. This may, however, be changed depending on the need and the field situation.
**Human Barometer**

**Purpose:**
- Discuss feelings about the learning taking place in the course
- Elicit suggestions for improving the course

**Materials:** Roll of masking tape, pair of scissors, poster paper/newsprint, markers

**Procedure:** Divide the room into four areas by sticking tape on the floor. First go crosswise from left to right and then from the front to the back of the room. The markers should appear:

<table>
<thead>
<tr>
<th>None at all</th>
<th>Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not little/ not much</td>
<td>Little</td>
</tr>
</tbody>
</table>

Designate the areas of the room as:
- none at all
- little
- not little/not much
- much

The designation of the areas will depend upon the group.

Explain to the group that the ratings are supposed to represent the learning that they have gained from the course. That the activity is intended to discuss their feelings about the learning which has taken place so far and to elicit their suggestions on how to further enhance learning. Using their bodies, participants are to move from one area to another depending on where they feel they stand at the moment.

Prior to the session, the facilitator should list down the content areas/training activities that should be included in the evaluation. For example, for week one:

1. field work (land preparation)
2. setting up of insect zoos
3. plant growth and development
4. team building activities
5. others

Each time a content area/training activity is called out and people have settled, pick out three to five persons to explain why they are standing in that specific area. This
will give a better idea as to why they have rated the area none at all, little, not little/not much, much. Ask also how they think the specific content area/training activity can be improved. List suggestions for improvement on poster paper/newsprint for everyone to read.

Discussions:
Run through the list of suggestions for improvement. Ask how the group could go about each suggestion. If need be, ask for volunteers to do specific tasks.
One Word or Feelings

Purpose: Express feelings about the course/program in one word

Materials: One piece of writing paper per participant, markers

Procedure: Ask each participant to write down one word expressing how she feels about the program/course so far. When everyone is ready, start the ball rolling by asking one person to say the word she wrote. On the poster paper/newsprint note down the major dissatisfactions or puzzling comments that participants express. Discussions should not be started until all have given their word.

Discussions:
Go through the list of major dissatisfaction or puzzling comments. Without identifying the person/s who gave the word/s or comments, ask participants to explain why they think the person said what is written. Explore the causes of the word/comment thoroughly. The process will help identify areas of the training program which should be addressed immediately.
**Question and Answer Evaluation**

**Purpose:**
- Clarify TOT-related doubts, problems and issues among participants
- Express ideas and feelings about the training program
- Elicit suggestions for the improvement of future Training of Trainers

**Materials:** Pieces of paper, ballpens, empty box or basket for dropping questions/comments

**Procedure:** Ask participants to write on pieces of paper any training-related questions or doubts that have been left unanswered. They may also write comments, feelings and ideas about the training program. Suggestions for future training programs are also welcome. Drop the pieces of paper with the questions, etc., into the box or basket. (Address questions, comments or suggestions that need reactions to the persons concerned. However, the person giving the question or making the comments does not need to write her name.)

Assign a facilitator as the referee. As referee, she reserves the right to screen any question or comment deemed irrelevant. The referee reads out the question, comment or suggestion and calls out the name of the person to whom the item is addressed for the corresponding reply.

**When activity is most appropriate:**

The activity is most appropriate when done during the end of a training program. It allows participants as well as facilitators to raise inquiries about matters left unanswered until the end of the training program. It also allows people to freely express ideas and feelings about the training because they do not have to write their names on the pieces of paper.

Use this exercise also for farmers in the field school. However, since many of the participants may not know how to write, give time for them to whisper the questions and/or comments to anyone from the group they choose to. The person to whom the question/comment is whispered is the one who relays it. This will ensure the anonymity of the person giving the question/comment.
Evaluation Through Role Play

Purpose: To portray experiences, learning and skills acquired during the training
Materials: none

Procedure: Divide participants into five smaller groups. Give groups fifteen (15) minutes to plan and rehearse a ten-minute role play. Limit the role plays to experiences, learnings and skills acquired during the training. When all the groups have presented, a facilitator may lead in the discussion of the role plays. Members of the big group may raise questions regarding the points presented by small groups. Small groups then clarify these points or answer the questions addressed to them.

When activity is most appropriate:

This activity is appropriate for evaluating a session or the whole training program for trainers as well as farmers. However, if it is used for evaluating the whole training program, the time allotted for the activity should be increased. The use of role play makes the evaluation process creative and interesting. Furthermore, evaluation becomes a non-threatening situation. Because of spontaneous dialogue and reactions that the method brings out, using role play for evaluation makes the process enjoyable.

The use of role play for evaluation will be more effective if it involves as many group members as possible.
**Temperature Check**

**Purpose:**
- Determine where the group is in terms of cohesiveness
- Identify steps to improve group cohesiveness
- Be open to improving group cohesiveness

**Materials:**
Copies of the temperature scale (one each for all participants)
Newsprint and felt markers

<table>
<thead>
<tr>
<th>TEMPERATURE SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underline your choices.</td>
</tr>
<tr>
<td><strong>1.</strong> Do you find it valuable to be with the group?</td>
</tr>
<tr>
<td>very valuable</td>
</tr>
<tr>
<td>of little value</td>
</tr>
<tr>
<td><strong>2.</strong> How do you find the group rhythm?</td>
</tr>
<tr>
<td>very fast</td>
</tr>
<tr>
<td>slow</td>
</tr>
<tr>
<td><strong>3.</strong> How do you find the interpersonal relationship in the group?</td>
</tr>
<tr>
<td>very warm</td>
</tr>
<tr>
<td>cold</td>
</tr>
<tr>
<td><strong>4.</strong> How do you find the exchange of ideas?</td>
</tr>
<tr>
<td>very stimulating</td>
</tr>
<tr>
<td>ordinary</td>
</tr>
<tr>
<td><strong>5.</strong> Are your expectations met by the group?</td>
</tr>
<tr>
<td>all</td>
</tr>
</tbody>
</table>

After establishing the group profiles, present the succeeding questions separately:

**6.** What changes do you think are needed to make the group a well-functioning group?

**7.** How will you go about them?

**8.** What will you be responsible for? Why?
Procedure: Ask each participant to answer questions 1-5 of the Temperature Scale. After each one has done so, ask small groups to get together to put their data together to come up with a group rating. After doing this, they go on to answer questions 6-8. Post group data, both rating as well as answers to questions 6-8 written on newsprint on the wall or board for discussion of the big group.

When the activity is most appropriate:

This exercise is useful after a group has had a series of interactions and experiences together. It will be a good follow up activity to the session on Admirable Group where groups discuss about other group's perception of them.

*Adapted from Group Process and the Inductive Method by Carmela D. Ortigas*