

Visión y Compromiso™



*Latina Health Is Family Health*

**Training for Promotores and  
Community Health Workers**





## Training Goal

To provide a space where Promotores who are community members share their experiences and increase their knowledge and skills by sharing information and participating in activities that will support their work with the community.

## Training Summary

- SESSION 1**      **What Does it Mean to Be a Promotor or Community Health Worker?**  
What a Health Promotor does. Qualities and responsibilities of a leader. Qualities that Promotores already have and the qualities they wish to develop through this training. Promotores' commitment.
- SESSION 2**      **Non-Formal Education of Adults**  
Learn about the difference of adult and children learning. Different approaches of adult education. The relationship between popular education and the work of health Promotores.  
  
Describe the difference between children and adult learning.
- SESSION 3**      **Group Facilitation**  
Skills to directly communicate with the appropriate individuals when there are conflicts and problems. Elements of effective communication. Personal relationships. Working with a group.  
  
Essential elements to conduct a successful workshop; dealing with diverse personalities and challenges. The various ways of making decisions in a group.
- SESSION 4**      **Health Education Techniques**  
Practicing teaching strategies to promote learning and discussion. Learn the four different adult learning styles and how to write smart learning objectives.
- SESSION 5**      **My Work and Growth as a Promotor and Community Health Worker**  
Learn and Practice exercises to improve public speaking. Reflect and discuss about the Promotor ethics. Improve our ability to provide feedback and enhance our personal relations.
- SESSION 6**      **Practice and Celebration of Our Success**  
Individual or group presentations. Evaluation and delivery of certificates.

## SESSION 1: What Does it Mean to be a Promotor or Community Health Worker?

### AGENDA: 8:30AM–1:00PM

8:30am: Registration and breakfast

ACTIVITY 1:	Welcome and logistics	9:00 – 9:05
ACTIVITY 2:	Participants' introduction "My name is... and something that identifies me"	9:05 – 9:15
ACTIVITY 3:	Ice breaker: "Mixed basket"	9:15 – 9:30
ACTIVITY 4:	Setting up our training space: <ul style="list-style-type: none"> <li>• Participants expectations</li> <li>• Agreements</li> <li>• Parking lot</li> <li>• Training goals and objectives</li> </ul>	9:30 – 10:00
ACTIVITY 5:	Structure of working groups and assignments: <ul style="list-style-type: none"> <li>• Ice breaker</li> <li>• Logistics</li> <li>• Energizer</li> <li>• Evaluation</li> </ul>	10:00 – 10:05
ACTIVITY 6:	The history of health promotion *What brings me here?	10:05 – 10:30
ACTIVITY 7:	Voices in the history of health promotion *Role play	10:30 – 11:15
<b>ENERGIZER</b>		
ACTIVITY: 8	History of the Promotor and CHW model *Power Point	11:25 – 11:40
ACTIVITY 9:	Promotores characteristics and skills *Skills we have to develop and what a Promotor needs to know, feel and do	11:40 – 12:00
ACTIVITY 10:	Preparing the learning environment *Room set-up and stimulation of senses	12:00 – 12:50
ACTIVITY 11:	Evaluation, assignments for the next session, announcements and closing	12:50 – 1:00

## SESSION 1: What Does it Mean to be a Promotor or Community Health Worker?

### LEARNING OBJECTIVES

At the end of the session, the participants will be able to:

- ✓ Participate in introducing themselves to the group and each other.
- ✓ Identify a Promotor and a leader.
- ✓ Inform the group about what is a DO (YES) or DO NOT DO (NO) to a leader so she/he can help themselves.
- ✓ Discuss some basic principles regarding the qualities of Promotores.
- ✓ Acknowledge the commitment of Promotores with the community.
- ✓ Analyze and recognize the needed elements to create positive learning environment.

### INTERNATIONAL ORIGINS OF HEALTH PROMOTION

- In the 17th century in Russia, lay people or outreach workers were known as feldshers. They would go through one year of training in order to provide care for people in the military and in civilian life.
- In China, the Barefoot Doctors were farmers trained to provide health care in rural communities.
- Milton Terris said that the first time the concept “Health Promotion” was used was in 1945 when Henry E. Sigerist defined the four major tasks in medicine: 1) promote health, 2) prevent illness, 3) promote the recuperation of the patient, and 4) seek to rehabilitate the patient
- In the context of increasing political activism during the '60s and '70s, health promoters were trained by popular organizations and churches in Latin America.
- In Kenya, the Catholic Secretariat has been training Promotores since the '70s to improve physical and environmental health.
- In India, since the end of the '70s, the Promotores in Deenabanduparu, have contributed to diminish infant mortality and malnutrition.
- In 1979, the World Health Organization (WHO) held a conference in Russia where community participation in health care was identified as a main component of primary care.
- Since 1982, the Christian Health Association in Liberia has trained outreach evangelists as Promotores.
- During an international conference on health promotion in Canada, the Ottawa Charter was issued. The Charter declares the requirements and conditions for health to exist are: peace, education, housing, food, income, a stable environment, social justice and equality.

- In 1987, the World Health Organization (WHO) adopted a definition for community health advisors and identified some of their main roles:
  - Education (about prevention and control of health problems)
  - Promotion (of good health practices)
  - Prevention and control (of common local diseases)
  - Treatment (of common illnesses)
  - Provision (essential medicines)
- The Pan American Health Organization (PAHO) states that: “the result of every action taken from different sectors contributes toward the development of better conditions for personal and community health for all, in the context of their daily lives.” It is the process that provides people with the reasons necessary to improve and have more control over their health.

## PROMOTORES AND HEALTH CARE WORKERS PROGRAMS IN THE UNITED STATES

- The first health worker program was formally established in the United States during the 1950s and 1960s. The program aroused the desire to find appropriate health resources for communities not receiving services from the traditional medical systems.
- At the end of the '60s, the health services initiated the community health program that continues to be the largest and oldest Community Health Workers Program in the country.
- The 1962 Immigration Law promoted the growth of community health workers in migrant worker fields.
- Kaiser Permanent's project “Neighborhood Health Center” is one of the first programs of Community Health Workers sponsored by Health Maintenance Organizations.
- Since the mid 1980s to the present, the “Promotora” concept has emerged as different model of community health worker and is defined in the academic literature as “Individuals who are naturally sought out by others to get from them advice, support, and tangible help.”
- The Promotoras from the program “Comienzo Sano” in Arizona provide health education, support, advocacy, case management, and referrals. The Promotoras are women from the community who speak both English and Spanish.
- New programs were established by foundations and governmental agencies between 1980 and 1990. These programs used the skills of Promotores to speak about topics in child health, sexually transmitted diseases, drug abuse, and prevention and support for HIV/AIDS.

*USMBHA: Strengthening Community Development*

## Qualities of a Promotor?

*Handout #2. What is a Promotor?*

The list below enumerates qualities that may be used to describe a Promotor. Choose five qualities from the list that you think are the most important in a good Promotor. Mark with X the qualities that you chose.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Have initiative       | <input type="checkbox"/> University graduate    | <input type="checkbox"/> Respected by the community  |
| <input type="checkbox"/> Interest in people    | <input type="checkbox"/> Multicultural          | <input type="checkbox"/> Good health and disposition |
| <input type="checkbox"/> Organizational skills | <input type="checkbox"/> Open minded            | <input type="checkbox"/> Good communication skills   |
| <input type="checkbox"/> Policy knowledge      | <input type="checkbox"/> Ample experience       | <input type="checkbox"/> Bilingual                   |
| <input type="checkbox"/> Intelligent           | <input type="checkbox"/> Specialized experience | <input type="checkbox"/> Assertive                   |
| <input type="checkbox"/> Emotionally stable    | <input type="checkbox"/> Sense of humor         | <input type="checkbox"/> Single                      |
| <input type="checkbox"/> Interest in culture   | <input type="checkbox"/> Good public relations  |  |

## YES and NO

### DO NOT (NO)

1. Leadership is not a cult to personality.
2. The leader is not the BOSS
3. The leader DOES NOT do all the work
4. The group DOES NOT WORK for the leader
5. The leader DOES NOT choose the goal
6. The group IS NOT responsible to the leaders
7. The leader IS NOT the only one responsible for success of failure.
8. The leader DOES NOT CONTROL the information
9. The leader DOES NOT CONTROL the power
10. The leader DOES NOT MAKE all the decisions.
11. The leader DOES NOT HAVE all the ideas nor is he the only one to speak
12. The leader is not the only one to take initiative in the group.

### DO (YES)

1. Leadership means being able to do many things: planning, inspiring others, moving people, etc.
2. A group may have MANY LEADERS
3. The leader helps everybody work together.
4. The leader motivates the group to set their own goals.
5. The leader guides the group to CHOOSE their own goal.
6. The leader and the group are equally responsible.
7. The leader acknowledges that everyone is responsible for succeeding or failing.
8. The leader and the group share information.
9. The leader and the group share power.
10. The leader helps the group make their own decisions.
11. The leader listens carefully and helps everybody to talk and share ideas.
12. The leader motivates the group to take initiative.

## Skills

Handout #3. Rev.VA 8/24/2006

### *Skills help Promotores successfully face the demands and challenges of daily living*

- 1. Effective communication:** It means being capable of appropriately expressing oneself according to the culture and specific situation. It is an amalgam of thoughts, feelings and actions that help a person achieve his or her personal objectives. Effective communication also relates to one's ability to ask for advice or help in moments of need.
- 2. Interpersonal relationships:** This is a skill that helps a person relate positively to other people. This skill is needed to initiate and maintain friendly relationships that contribute to social and mental wellbeing, foster good relationships with family members, and enable a person to terminate a relationship in a constructive manner.
- 3. Decision making:** It helps in being able to make decisions constructively regarding one's own life and the life of others. This may have favorable consequences on people's health and wellbeing if adequate decisions are made regarding life styles and assessing options and possible consequences.
- 4. Conflict and problem resolution:** Helps a person face life's problems constructively. Important problems that are not resolved may become a source of physical ailments (psychosomatic disorders), mental illness (anxiety and depression), as well as psychosocial problems (alcoholism, use of psychoactive substances). This ability relates to the manner in which conflict resolution within community education is conducted in a constructive, creative and peaceful manner to resolve small and big problems in daily living and to promote a culture of peace.
- 5. Creative thought:** It consists of the use of basic thought processes to develop or invent ideas related to precepts and concepts, based in aspects related to initiative and reason. These thoughts help in decision making and resolving problems by exploring the available alternatives and their different consequences. Even when there are no problems, or decisions to make, creative thoughts help us respond, adapt and be flexible to situations that present themselves in everyday life.
- 6. Critical thinking:** This is the ability of being able to objectively analyze information and experiences. Critical thinking contributes to personal and social development by allowing us to acknowledge and examine the factors that influence our attitudes and behaviors. A person that can think critically, learns how to make an objective assessment of the publicity and enormous avalanche of information transmitted through the mass media.
- 7. Managing feelings:** This helps us to recognize our own feelings and emotions and those of others in order to be aware of how they influence our social behaviors and respond appropriately.
- 8. Managing tension:** Facilitates the recognition of stress sources and their effects to help us develop greater abilities to respond and control them. By recognizing these sources of stress, we can make changes to the physical environment and lifestyle to avoid the tensions created by stress and thus avoid generating health problems.

## Promotores' Day-to-Day Commitments

*Handout #4. session 1. Rev. VA 8/24/2006*

- 1. COMMITMENT:** I will communicate more effectively: I will express myself appropriately, according to the culture or specific situation. I will respect people's thoughts, feelings, and actions and will be open and prepared to ask for advice or help when I need to do so.
- 2. COMMITMENT:** I will pay attention to interpersonal relationships: I will make sure that I relate positively to people. I will strive to begin and maintain friendly relationships. I will terminate unhealthy relationships in a constructive manner.
- 3. COMMITMENT:** I will make adequate decisions, respecting people's lifestyles, evaluating options, and the consequences those options may have.
- 4. COMMITMENT:** Will resolve my own problems and conflicts (in a timely manner): in order to constructively face problems in my life as a Promotor.
- 5. COMMITMENT:** I will be attentive to creative thoughts to get used to and show flexibility in situations that present themselves in the day to day work of the Promotor.
- 6. COMMITMENT:** I will take action in managing feelings; becoming aware of my own feelings and emotions and those of others, in order to acknowledge how they influence social behaviors and will be prepared to respond in appropriate manner.
- 7. COMMITMENT:** I will learn how to manage tensions. I will be recognize my stress triggers and their effects so I can develop a greater ability for response and control. I will engage in actions that reduce stress by making changes to my environment or life style so I can be healthy to perform the work of Promotor.

## SESSION 2: Non-formal Education of Adults

### AGENDA: 8:30AM – 1:00PM

8:30 – 9:00 Registration and breakfast

<b>ACTIVITY 1:</b>	Welcome and logistics	<b>9:00 – 9:05</b>
<b>ACTIVITY 2:</b>	Ice breaker	<b>9:05 – 9:20</b>
<b>ACTIVITY 3:</b>	Reflections about our learning	<b>9:20 – 9:30</b>
<b>ACTIVITY 4:</b>	Learning objectives	<b>9:30 – 9:35</b>
<b>ACTIVITY 5:</b>	Non-formal education of adults: <ul style="list-style-type: none"> <li>• The learning cycle</li> <li>• Comparison of pedagogy and andragogy</li> </ul>	<b>9:35 – 10:35</b>
<b>ENERGIZER</b>		
<b>ACTIVITY: 6</b>	Non-formal education of adults: <ul style="list-style-type: none"> <li>• Theories</li> <li>• Principles of adult learning</li> </ul>	<b>10:50 – 12:10</b>
<b>ACTIVITY 7:</b>	Group dynamics	<b>12:10 – 12:50</b>
<b>ACTIVITY 8:</b>	Evaluation, assignments for the next session, announcements and closing	<b>12:50 – 1:00</b>

## SESSION 2: Non-formal Education of Adults

### LEARNING OBJECTIVES

At the end of the session, the participants will be able to:

- ✓ Describe the difference between children and adult learning.
- ✓ Identify the principles of adult non-formal education.
- ✓ Describe the phases of the experimental learning cycle and their interrelationship
- ✓ Learn about the non-formal adult education theories precursors.

### PEDAGOGY AND ANDRAGOGY

#### a) Best experience/worst experience

*What things can we find in common about the best experience/worst experience?*

*What factors made the experiences good or bad?*

#### b) Concepts of Andragogy and Pedagogy

Andragogy is the term used to describe the type of learning that is appropriate for adults. With the development of the term andragogy to identify adult learning, it has come to be understood that pedagogic methodology is appropriate for children's learning.

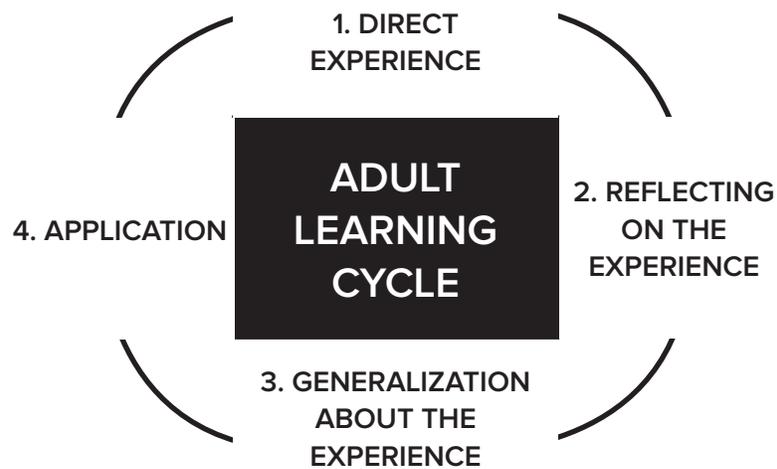
### COMPARING PEDAGOGY AND ANDRAGOGY

	<b>PEDAGOGY</b> (in the classroom)	<b>ANDRAGOGY</b> (no-formal for adults)
<b>ROLE OF THE STUDENT</b>	Follows instructions. Is a passive recipient. Receives information. Has little responsibility in the learning process.	Offers ideas based on experience. Is interdependent. Actively participates. Is responsible for the learning process.
<b>MOTIVATION TO LEARN</b>	External: Influences from society (family, religion, tradition) The participant does not see immediate benefits	Comes from within. The participant sees immediate use.
<b>CONTENT SELECTION</b>	Controlled by the teacher. The student has little or nothing to choose.	Based on real life problems or work, expressed by the participants
<b>METHODOLOGY FOCUS</b>	Acquires data, information	Shares and increases knowledge and experience from the participants.

## THE LEARNING CYCLE

The learning cycle is a model, that you will be presenting, that illustrates the way people learn. People learn by observing, listening, touching, feeling, reading, sharing with others, guessing, and doing activities.

The learning cycles shows that in order for learning to take place, the person must go through four different phases. To illustrate the concept, you can ask the participants to remember the time when they learned something (it is important that they mention something concrete to facilitate the demonstration of the cycle). For example, when someone learns a skill such as giving mouth-to-mouth resuscitation, or injecting insulin, etc., that would be the direct experience, then follows the second phase which would be the reflection. During this phase, the person thinks about the experience and adopts the skill. In the generalization phase, the person starts to compare the experience with other similar things or uses that could be applied to what was learned. In the fourth phase, what was learned is applied, in the case of injecting insulin, perhaps the person who taught you to do it, may do it for herself or someone else in her household.



## ANALYSIS OF THE CONNECTIONS BETWEEN PHASES

- **Phase 1: Direct experience**  
The participants are actively and directly exposed to learning and are asked to do something with what they learned.
- **Phase 2: Reflecting on the experience**  
The participants think about the experience and analyze it.
- **Phase 3: Generalization about the experience**  
The participants are asked to think about the experience and what it means to them, what they learned from the experience and whatever ideas or principles may be derived from it.
- **Phase 4: Application**  
The participants are asked about the way in which they can relate their experience to their situation in real life.

## Theories: Non-Formal Adult Education

### PAULO FREIRE

Paulo Freire, who was from Brazil, lived and worked in Recife, an underdeveloped area in the north of the country. When he was a professor in Education at Sao Paulo University, he got involved in literacy programs and found that type of basic adult education to have a political orientation that could also empower the learners.

In his book *Pedagogy of the Oppressed* he describes traditional education as formal and didactic or what he calls the “banking” method of education in which the learner is the “recipient” of the teacher’s knowledge. He suggested an alternative method that treats adult learners as individuals who are capable of making their own decisions. This method is described as learning to find one’s own answers or solutions.

Writing as he did, based on his experiences in the Third World, Freire was very interested in adult education as a liberating process, one that gives men and women the ability to define their own world and make their own decisions. He was very aware that poverty, malnutrition, disease, political oppression, and cultural degradation can work collectively to make individuals doubt their worth as persons. Consequently, he invited educators to design learning events that manifest the practice of liberation.

Freire has had a great influence in the development of popular education methodologies and techniques. This training workshop on popular education uses Freire’s theory as the basis for the selection of skills, knowledge, and attitudes that are imparted to outreach workers.

Freire once said, “Only the learner can determine the time of the death of the teacher.” The challenge for Promotores is to design their presentations and trainings in such a way that the participants can name that moment!

If you know this theory, what would you add?

## BERNE'S THEORY

Dr. Eric Berne, a Canadian doctor, had worked for years using Freud's method in health and wellbeing issues. He found that practice to be complicated and decided to turn it into something simpler that any adult could understand.

He suggested that Freud's super-ego, ego, and id could be understood as basic states in a person's being. He called these states ego states and suggested that the Id could be seen as the child ego state, the super ego as the parent ego state, and the ego as the adult ego state.

All of us have had a parent or a person of authority in our lives; consequently, we have a parent ego state. Since we all have been children, we have a child ego state, and we all have an adult ego state that reasons and is at peace.

These ego states have no age. We all have the capacity to act differently during any stage, even when we are young. Haven't you ever seen a three year old child angrily pointing a finger to a sibling, standing in the same manner as his father? This little three year old is acting in a critical parent ego state.

The parent ego state takes two forms: critical parent and formative parent. The critical parent reprimands, scolds, criticizes, and admonishes. The formative parent, with a different voice, shows interest, warns in a loving way, and admonishes tenderly.

Just as you can imagine, the parent ego state, be it critical or formative may reach the child ego state with another person.

The child ego state also has two forms: the adapted child, that adapts his behavior to the demands of the parent ego in the other person and the natural child ego that displays a playful and natural spirit.

The adult ego state is available to all, in this state, a person is peaceful, thinks, and reasons. For example in a moment of conflict, when a person acts in the critical parent ego yelling at another person, and the person responds by crying showing an adapted child ego. If one of the two were to ask a question in the state of adult ego, they could transform the situation!

Berne calls this encounter a transaction and calls understanding what is happening in the example, transactional analysis.

## ANDRAGOGY: A THEORY OF INVOLVEMENT, MALCOM KNOWLES

“Andragogy” is the a theory developed by Malcom Knowles that combines elements of humanistic psychology through a systematic approach to learning. Knowles describes andragogy as the art and science of adult learning. In tandem with humanist psychology, he asserts that greater learning is achieved when the methodologies and techniques for teaching involve the learner in greater depth. The fundamental construct of andragogy is that the adult learner has a psychological need to be self-directed and that others perceive it to be so. Consequently, teachers must suppress the impulse to teach and place the responsibility for learning in the hands of the adults themselves.

Knowles believes that involving the ego is the key to the successful learning of the adult. We must develop educational techniques that allow adult learners to assess their own needs, set their own goals, share the responsibility of designing and conducting their own learning experiences as well as assessing their own progress.

During all this process, the role of the teacher is to guide, to be a source of information on the topic in question, and to provide technical expertise. Teachers must make sure that the learning environment offers varied learning opportunities and must foster the interaction among all the participants in the group so they get the maximum benefit. Teaching requires a good administration of two key variables, the learner and the learning environment.

The learning design must be planned as a sequence of activities that include the whole group in the decision making about the steps to follow, the content, and the strategies to deliver it. The group decides what techniques and materials will be the most appropriate and effective to reach the specific goals.

According to Knowles, four steps show the systematic approach to follow a sequence in designing a learning activity:

1. In the first step, the group and the leader design a behavior model with the characteristics and capacities that are necessary for a learner to carry out a specific role, for example, the necessary characteristics to be a good father, a good supervisor, a good speaker, etc.
2. The second step is to provide, within the learning, the experiences that will help the learners evaluate their capacity and abilities comparing them with the model. A variety of learning techniques that include role playing, critical incidents, laboratory methodologies, and situations may be utilized to provide such experiences.
3. In the third step, the leader helps the learner feel dissatisfied with his performance by comparing his present level of education with the model.
4. Finally, based in this dissatisfaction, the learner will identify the specific path to follow that will culminate in the desired improvement. This motivates the learners to acquire knowledge and direct their own learning that will show:

1. **Respect**

2. **Significance**

3. **Experience**

- 20% Hearing
- 40% Hearing and seeing
- 80% Doing

## LAO TZU

This article consists of chapters taken from the Tao Te Ching by Lao Tzu. These chapters have been adapted for group leaders, psychotherapists and other educators of human potential.

According to tradition, the Tao Te Ching was written in the 6th century BC in China by Lao Tzu, a sage and state librarian. Myth and history interweave in this tradition.

The Tao Te Ching is very short. It contains 81 short chapters no longer than one page. There are many translations of the Tao. The chapters here focus on leadership according to Lao Tzu. Other chapters not presented here are about metaphysics and ethics.

### CHAPTER 9: A GOOD GROUP

When leaders become super stars, the teacher shines more than the teaching.

Few super stars are humble and straightforward. Fame creates fame and after a short time, people become infatuated with themselves and fly out of their center until they crash.

The good leader is happy with a job well done and allows others to take charge. The leader does not take all the credit for what has happened and does not need to be famous.

A moderate ego demonstrates wisdom.

### CHAPTER 43: GENTLE INTERVENTIONS

Gentle interventions, if clear, overcome hostile resistance.

If gentleness fails, try yielding or stepping aside completely. When the leader yields, resistance relaxes.

Generally speaking, the leader's magnetism emits more light about what is happening than any explanation or intervention.

But few are the leaders that realize that much can be accomplished with very little.

**CHAPTER 60: DON'T STIR THINGS UP**

Lead the group delicately, as if you were cooking a small fish.

As much as possible, allow the group process to emerge naturally. Resist the temptation to instigate issues or elicit emotions, which have not appeared on their own. If you stir things up, you will release forces before their time and under unwarranted pressure.... These forces are real and exist within the group. But do not push. Allow them to come out when they are ready. When hidden issues and emotions emerge naturally, they resolve themselves naturally. All energies naturally arise, take form, grow strong, come to a new resolution, and finally pass away. These energies could be undetermined or chaotic and as they respond to pressure, they emerge with force and may hit any available target.

These forces are real. They exist within the group, do not push... allow them to emerge when they are ready.

When unsuspected topics arise or hidden emotions emerge spontaneously, they resolve themselves. They are not harmful, in fact, they are not different than any thought or feeling.

All energies naturally arise, take form, grow strong, come to a new resolution, and finally pass away.

**CHAPTER 81: THE REWARD**

It is more important to tell the plain truth rather than things that sound good. The group is not a mutual admiration society.

It is more important to act in the benefit of all than to win an argument. The group is not a debating team.

It is more important to react wisely about what's happening than to offer explanations or theories. The group is not a final university exam.

The wise leader does not collect successes, he is helping others be successful. There is enough for everybody. Sharing success with others is very successful.

The unique principle behind all creation teaches that the true benefit is to bless everybody and not undermine others.

The wise leader knows that the reward for working the work itself.

## KURT LEWIN PRINCIPLES

### PRINCIPLE 1

Effective experiential learning will affect the learner's cognitive structures (action theories), attitudes, and values, perceptions, and behavioral patterns. This always includes cognitive factors (ideas), affective factor (attitudes or emotions) and psychomotor factors (abilities or actions).

For example, in order to become a good chef, the learner must develop a concept about cooking and must develop positive attitudes toward all the steps required to cook and develop perceptions about the new measures to adopt in the practice of good cooking.

### PRINCIPLE 2

People will believe more in knowledge they have discovered themselves than in knowledge presented by others.

Lewin was a great believer of the experimentation process by which a person validates or denies a theory regarding a behavior. He believed that such procedures had to be introduced into the education process to give the learners the opportunity to test alternative behavior patterns under controlled conditions. A learning approach based on curiosity and discovery has shown that it increases the learners' motivation to learn and their commitment to implement the acquired knowledge in the future.

### PRINCIPLE 3

Learning is more effective when it is an active rather than a passive process.

When learners can take a theory, concept, or practice and adapt it to their needs, they will understand it better and will be able to integrate what they learned with greater efficacy than what they learned in the past; while having greater retention as well. The majority of concepts are learned only after a person has made use of them.

Accepting new ideas, attitudes, and behavior patterns cannot be accomplished in parts—the person's entire system has to change at the cognitive/affective/behavioral levels.

The three elements are interconnected and change only in unison, instead of changing as separate pieces. As with any system, the cognitive/affective/behavioral system requires consistency, coherence, a sense or order and simplicity. Trying to change only one element does not work.

### PRINCIPLE 5

It takes more than information to change action theories, attitudes, and behavioral patterns.

Telling people that it would be convenient for them to make a change does not necessarily imply that they would change. Giving them a rationalization for the change is also not sufficient to motivate them to change. Reading a book or listening to a lecture will not automatically result in the acquisition of a skill or change in attitude and will not necessarily increase a person's social abilities. Frequently, information generates greater interest to about a desired change.

**PRINCIPLE 6**

It takes more than first-hand experience to generate valid knowledge.

Lewin asserted that thousands of years of human experience with items that fell to the ground did not result in a theory about gravity. Apart from the experience, people need a theoretical framework that reflects and validates the significance of the experience.

**PRINCIPLE 7**

Behavior changes will be temporary as long as the ideas and attitudes that support them remain unchanged.

The new abilities regarding behavior will be known in depth and practiced, but without attitude changes or ideas of the person, the new behavior patterns will vanish.

**PRINCIPLE 8**

Perceptions of oneself and one's social environment must change before changes in action theories, attitudes, and behaviors can take place.

Learners must see themselves as being able to act in the required manner and must evaluate that behavior as being appropriate for the issue at hand before participating in it. The person's own perception and the immediate situation affects the way a person behaves, thinks and feels.

**PRINCIPLE 9**

The more supportive, accepting, and caring the social environment, the freer a person is to experiment with new behaviors, attitudes, and ideas.

When the need to justify and protect oneself against rejection diminishes, it gets easier to experiment with new ways of thinking, valuing, and behaving.

**PRINCIPLE 10**

In order for changes in behavior patterns, attitudes, and action theories to be permanent, both the person and the social environment have to change

**PRINCIPLE 11**

A person accepts a new system of action theories, attitudes, and behavioral patterns when he or she accepts membership in a new group.

Being in agreement and having communication with a group promotes good behavior and promotes personal changes that otherwise would not happen when a person is alone.

**PRINCIPLE 12**

A person accepts a new system of action theories, attitudes, and behavioral patterns when he or she accepts membership in a new group.

*This article was taken from the Training of Trainers in Non-Formal Adult Education Manual.*

## POPULAR EDUCATION

Adult education is more effective when it:

**1. Is self-directed.**

Adults can share the responsibility of their own learning because they know their needs.

**2. Feels an immediate need.**

Motivation to learn is at its maximum when it fills an immediate need for the participant.

**3. Is participative (interactive).**

Participation in the learning process is active, not passive.

**4. Comes from real life.**

Learning that is more effective comes from shared experiences; the students learn from each other and the trainer often learns from them.

**5. Is reflective.**

Learning from experience can be optimized when the person takes the time to reflect about what was learned, arrives at a conclusion, and deduces principles that can be applied to other similar experiences in the future.

**6. Provides a counter reaction.**

Effective learning requires feedback that serves to correct but also provides support.

**7. Shows respect for the participant.**

Mutual respect between the trainer and the participant contribute to the educational process.

**8. Provides a safe environment.**

A person who is relaxed and content can learn with greater ease than a person who is afraid, ashamed, or angry.

**9. Takes place in a comfortable setting.**

A person who is hungry, cold, tired, sick, or having some physical discomfort cannot engage in a maximum level of effective learning.

## SESSION 3: Group Facilitation

### AGENDA: 8:30AM – 1:00PM

8:30 – 9:00 Registration and breakfast

ACTIVITY 1:	Welcome and logistics	9:00 – 9:05
ACTIVITY 2:	Ice breaker	9:05 – 9:20
ACTIVITY 3:	Reflections about our learning	9:20 – 9:30
ACTIVITY 4:	Learning objectives	9:30 – 9:35
ACTIVITY 5:	Effective communication skills	9:35 – 10:35
ACTIVITY: 6	Maintenance of a group	10:35 – 11:00
ENERGIZER		
ACTIVITY 7:	Working with challenging participants	11:10 – 12:10
ACTIVITY 8:	Emotional intelligence	12:10 – 12:50
ACTIVITY 9:	Evaluation, assignments for the next session, announcements and closing	12:50 – 1:00

## SESSION 3: Group Facilitation

### LEARNING OBJECTIVES

At the end of the session, the participants will be able to:

- ✓ Define communication.
- ✓ Mention the communication types.
- ✓ Describe the factors and barriers that affect communication.
- ✓ Mention 2 characteristics of passive, aggressive, and assertive communication.
- ✓ Practice listening, paraphrasing, and open ended question techniques.
- ✓ Demonstrate the communication skill using the pronoun “I”
- ✓ Define what a group is.
- ✓ Identify types of groups.
- ✓ List the basic elements in a presentation
- ✓ Practice how to give instructions in working with a group.
- ✓ Practice making decisions.
- ✓ Learning and managing the different groups dynamics
- ✓ Name 3 types of challenging participants.
- ✓ Describe 3 strategies that are effective when working with this type of participants.
- ✓ Explain what the emotional intelligence is.

## COMMUNICATION

### a) Verbal and non-verbal communication

- Communication is passing information from one person to another.
- We communicate ideas, feelings, and knowledge.
- Usually, we communicate with words, using gestures, and body movements that show our attitudes or intentions.

### DEFINITIONS

**Verbal communication** is the ability to use sounds, words, intonation, and the mouth.

**Non-verbal communication** is the use of signals, looks, postures and general body language.

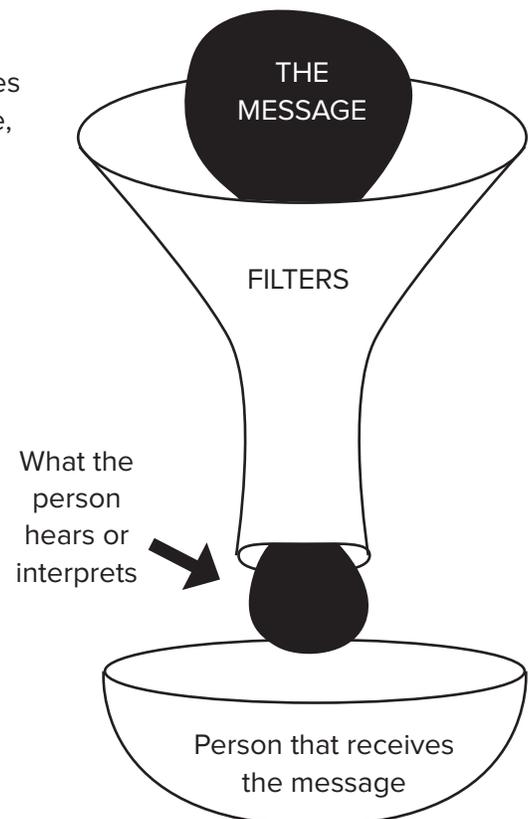
Both communication forms accomplish sending or communicating a message.

### b) The communication funnel. What is the purpose of the funnel? “It serves as a filter.”

*“As people, we also have a funnel that we use to filter the information when we communicate, this funnel contains the filters that influence how we are going to receive the message. These filters can change or misinterpret the message”. Examples of what the filters may represent are: values, moods, opinions, language, or self-esteem.*

### THE COMMUNICATION FUNNEL

The process of communicating is like a funnel, the message goes from the funnel’s mouth and goes through the language, culture, and different points of view. Sometimes, the filters change the message and causes misunderstandings.



## COMMUNICATION TABLE

	PASSIVE	AGGRESSIVE	ASSERTIVE
<b>Characteristics</b>	Lets others make choices. Communication happens indirectly, does not communicate feelings, emotions, or needs.	Makes choices for others, without regard. Uses confrontation aggressively. Expresses him or herself in a negative manner. He or she always wants to win and to be right.	Makes his or her own choices. He or she communicates honestly and directly; expressing his or her feelings, emotions, and needs. He or she turns a win-lose situation into a win-win.
<b>His/her own feelings in the interchange</b>	He or she feels anxious, ignored, defenseless and manipulated. This makes a person angry and resentful against his or her own self and others.	He or she feels superior and tries to manipulate and control others.	The person is self confident and inspires respect from others. He or she sets goals and accomplishes them.
<b>The feelings of others</b>	Those around this person think they are superior to him or her, creating guilty feelings in the person. They also feel frustrated by this type of individual.	Those around him or her feel humiliated, defensive, resentful, and hurt.	Those around this person feel respected and valued.
<b>How others see the interchange</b>	They may judge this person as weak because they do not understand what this person thinks or wants.	They feel angry at this person, do not trust him or her, and sometimes even fear him or her.	They respect and trust this person. Those around him or her know what he or she thinks.
<b>The bases for their beliefs</b>	This person thinks that he or she should not bother or make others angry.	The person thinks that he or she has to humiliate others to feel superior. He or she uses this approach as a shield for his or her low self-esteem.	The person thinks that he or she has the responsibility to protect his or her rights and the rights of others.
<b>Outcomes</b>	Others achieve their goals at a cost. His or her rights are generally violated.	The person achieves his or her goals at a cost to others. His or her rights are acknowledged but the rights of others are violated.	The results are achieved through negotiation. Their rights and the rights of others are respected.

## VERBAL SKILLS

There are two forms of expressing verbal communication that Promotores have to keep in mind when they facilitate groups: these verbal skills are questions and paraphrasing

### HOW TO ASK QUESTIONS

Closed-ended questions. *In general, these questions can be answered with yes or no, or with some other type of short answer.*

Open-ended questions. *These questions require some type of reasoning, of sharing feelings, thoughts, or ideas. Example: How could this affect your work?*

### PARAPHRASING

Paraphrasing is saying again what the other person said using different words; this strategy verifies that both the speaker and the listener have the same understanding of what was said and allows the speaker to ascertain if the listener pays attention when giving feedback.

### STATEMENTS USING “I”

Another important communication skill is using the first person pronoun or “I” when trying to say something and trying to keep the person we are talking from reacting defensively to the our words. The “I” message places the weight of the message on the person sending it or expressing it and not on the person who is listening:

I FEEL \_\_\_\_\_  
 WHEN \_\_\_\_\_.  
 I WOULD LIKE IT if \_\_\_\_\_  
 WHEN \_\_\_\_\_.

#### **Example:**

I FEEL misunderstood  
 WHEN we are talking and start to shout.  
 I WOULD LIKE it if we were to talk in a more pleasant tone  
 WHEN we have to talk about difficult topics of discussion between us.

Suggestion: Practice this regarding any interpersonal relationship.

## GROUPS

### CONCEPT OF A GROUP

It becomes difficult to formulate a definition of a group that includes all definitions that exist and provide a clear distinction of its characteristics. A simple definition is: A GROUP is a set of individuals whose mutual relationships makes them independent but at the same time, it unites them in a common endeavor for a period of time.

### CHARACTERISTICS

1. There is frequent interaction among the members.
2. There is recognition that they all belong to the group (group conscientiousness).
3. People outside the group recognize its members as part of the group.
4. There is acceptance of the same rules.
5. There exists a sense of participation geared toward the same goals and ideals.
6. The members constitute a network of interlinked roles.
7. The group provides its members some type of satisfaction or reward.
8. The members of the group act in similar form regarding their environment.

### TYPES OF GROUPS

Groups may be classified according to different criteria such as dimension, degree of interaction among the members, solidarity level, degree of intimacy, objectives of the group, etc.

For the purpose of this workshop, the following classifications will be considered basing them in the type of relationship that is established among the members.

- a) Primary groups
- b) Secondary groups

#### *Primary Groups*

In this type of group their participants interact in a direct form: face-to-face, having emotional ties among them.

#### **Fundamental characteristics**

- Each member knows the other group members and establishes a personal and recurring relationship.
- There exists a psychological nuance that serves, in a certain way, to achieve solidarity with the members del group in relationship to the natural or social environment.
- There exist common objectives that constitute the group's foundation of the group.
- There are collective emotions and feelings.

Examples: Family, groups of friends, support groups, etc.

### **Secondary Groups**

In the secondary groups, there are also common objectives; however, the people who constitute these groups, hold only sporadic relationships that are more formal, impersonal, and even distant. The group is not an end in itself but rather a means to achieve other ends.

The roles that the members play in this type of group vary and each member may manifest a determinate behavior that dictates a specific function within the group. These functions that are adopted by the members of the group are designated as roles and can vary according to social status, how an individual acts within the group, the type of activity that a person does, the type of task assigned, or the type of relationship that a person may have with the other members of the group.

In general terms, these roles within the group can be classified as:

- a) Positive
- b) Negative

**Positive Roles:** Clarifying, asking questions, giving opinions, giving information, guiding, harmonizing, encouraging, activating, initiating.

**Negative:** Attacking, dominating, obstructing, being dependent, being submissive, discriminating, clowning, withdrawing.

### **EFFECTIVE GROUP MEETINGS**

#### **Purpose:**

1. Share information
2. Discuss a common topic

#### **Important elements:**

- a) Agenda
- b) Facilitator
- c) Co-facilitator (optional)
- d) Note taker (optional)

## AGENDA

It is an useful tool to conduct an effective meeting. It is a guide for the meeting. The agenda specifies the topics to address and the time limit to deal with each item. It can be drafted before the meeting. The AGENDA truly regulates the meeting.

## THE FACILITATOR

- The facilitator plays a very important role in a meeting. He or she is dedicated to see that the group achieves its objectives.
- The facilitator is committed to the entire group and not just a few individuals.
- The facilitator makes everybody participate, he encourages shy people to speak and gently, but firmly, controls people who talk too much.
- He/she guides the group to make a decision.

The facilitator's role is:

- To follow the agenda point by point.
- To let people talk.
- To make sure that the group addresses the items in the agenda within the allotted time.
- To help people stay on the topic and not get distracted.
- To ensure that everybody participates.
- To clarify when there is confusion.
- To foster analysis, dialogue, and negotiation.
- To summarize the decisions made and the key points.
- To make sure that the agreements are followed.

A group with discipline, skills, and resources is like a well made car, it can go anywhere!

### SUGGESTIONS ON HOW TO DIRECT A GROUP

1. Start on time. If it is necessary to delay, ask for the authorization of those present.
2. Do not start without a planned AGENDA.
3. Be prepared to greet people when they arrive.
4. If the instructors agree, drinks or fruits may be offered during breaks.
5. Arrange the chairs in a semicircle to create a nice and inclusive environment.
6. Smiling and making appropriate jokes is a good way of creating a comfortable environment.
7. Call people by their name (do not forget to use name tags).
8. Try to calm your nerves before the meeting, practicing a relaxation technique before the class may help you.

#### *How to prepare to answer questions*

What do I do when I am asked something I cannot answer?

The following suggestions may help:

- If you don't know the answer, do not make up an answer, do not be afraid to say that you don't know and offer to find out the response for the next time you meet (and do it!).
- You can ask the group or your co-instructor, if it is appropriate, ask for ideas or suggestions.
- If the question is very technical, inform the group that you will investigate and will have a response for the following week.
- Suggest to the group to find the responses on their own by looking in a book or asking their doctor, etc.
- If you don't find the responses, ask the program coordinator. It is not expected that the instructors know everything regarding the management of chronic diseases. This is not realistic for anybody.

#### **PRACTICING IN CLASS**

How to foster everybody's participation in all the activities in the program?

The following suggestions may help:

- Provide clear instructions for each activity and make sure the participants understand them.
- Highlight the benefits of each activity, and encourage everybody to participate.
- Mention that everybody will do the activities together.
- Repeat often throughout the program that each person may participate to whatever degree they can and feel comfortable doing so.
- Just being an observer may make others uncomfortable, encourage everybody to participate.
- If someone does not participate in several occasions or activities, talk to that person during breaks and offer your help.

- Do not pressure anybody to participate. Sometimes it is difficult to carry out an activity, such a relaxation technique if the room is not comfortable or there is a lot of noise. In other cases, the participants may not be familiar with the technique and they may feel uncomfortable or shy when asked to close their eyes or to keep from crossing their legs. If there are only one or two people, do not pressure them. There will be opportunities for them to change their opinion once they talk to others and learn of the benefits of a relaxation technique.
- If the classroom is not very big to practice the exercises, you can conduct warm-up routines by sitting down and adapting the aerobic exercises without going beyond the place where they are standing. Ideally, the room should be well ventilated.

## DECISION MAKING

### MAKING A DECISION

*“When a decision is made in a group, there may be a feeling that some people won and some lost. However, the important thing is that they made a decision and did not impose the point of view of a group or individual. Decision by consensus is based on a majority of people who vote about an issue in particular after allowing those who participate in the discussion the opportunity to explain their reasons and priorities.”*

Choosing a topic of interest. The selection of a topic of interest or community issue should be something that is:

- URGENT
  - Must have the support of many people.
  - The fervor behind the support must be felt.
  - Must involve a large group.
  - Demonstrated before the community.
- WINABLE
 

Must have the necessary strategies and resources. I should be kept from becoming a tiresome campaign.
- CONCRETE AND SPECIFIC
 

The issue must not be vague or too general. It must be concrete and specific. Something that can be done.
- EDIFYING
 

That it attracts different groups from the community without dividing them.
- THAT IT BE EXACTLY WHAT IS NEEDED
 

The needs must be specific, winnable and easy to understand in order to recruit people to join the cause. During the development of the project the demands may change and it might be time for new decision making, Good LUCK!

## DIFFERENT SITUATIONS AND PERSONALITIES IN THE GROUP

There may be various personalities and difficult situations that may present themselves during a training. The reason for presenting this information is to foster creativity in order to find positive ways of managing problems. Since each situation is different, we ask that you use your common sense to determine what suggestions to apply that may be effective in a particular case.

If a difficult situation should persist, talk to the co-facilitator, program coordinator, or master trainers. These individuals may offer the necessary support to help resolve a problem in the best possible way.

## PERSONALITIES IN A GROUP

### *THE PERSON THAT TALKS TOO MUCH*

We are referring to people who talk too much and tend to monopolize the conversation.

The following suggestions may help:

- Remind the person that everybody has to have the opportunity to practice equally.
- Capture the group's attention redirecting the conversation back to the topic. You can make a brief summary of the most important points and then proceed.
- Listen to the person before or after the class for a reasonable time.
- Ask someone from the group to call the person during the week to listen and encourage him/her.
- Use body language, for example, avoid eye contact with that person while you address the group and ask questions.
- You can talk to the person in private, recognizing her/his contributions and asking her help to allow others to participate.
- Thank the person for her comments and tell her directly that you want the participation of the other people.
- Mention that you have to limit the participation of those who speak more than once each time there is a question, to allow others to get involved.

### *THE QUIET PERSON*

This refers to people who do not participate in the discussions and do not get involved in the activities.

The following suggestions may help:

- Become aware of the body language that signal when this person wishes to participate, especially during the group activities, brainstorm sessions and problem resolution. Try to first include this type of person when they raise their hand or show signs of wanting to participate.
- As much as possible, insist that the person participate in the formulation of action plans or goals and when sharing experiences on a weekly basis. The effectiveness of the class is mostly based on these two activities.
- Talk to this person during breaks and find out what his or her opinion and feelings is about the class. That way, you can make specific suggestions.
- Respect the person's wishes if he or she does not want to talk for that doesn't mean they are not taking advantage or benefitting from the class.

### ***THE PERSON WHO SAYS, “YES, BUT...”***

At the beginning, this type of person seems agree with the suggestions or ideas that are being offered to solve a problem, however, he or she always responds with a “yes, but...” to indicate that in reality, none of the solutions or ideas discussed work, also, this person tends to constantly argue.

The following suggestions may help::

- Recognize and value this person’s concerns and situation.
- Let the group help, offer ideas or suggestions to resolve the problem, do not try to do it alone, remember that two or more heads think better than one.
- On the third “yes... but...” stop insisting. Do not admonish or judge the person, simply inform him or her that you are going ahead with the class because time is limited and say that will talk to him/her at the end of the class. Be firm.
- When a participant’s problem is too complex to resolve in class, or when it is difficult to identify the real problem, offer to talk to the person after class and continue with the activity.
- If the person continually interrupts the discussion and the process of solving the problem with “yes... but...”, remind him/her that in the process of problem resolution, the first thing to do is generate ideas before deciding what to discard. Say that the participants have to first listen to all suggestions and if there is time, discuss them... if not, offer to talk to him or her after the class.

### ***THE PERSON WHO DOES NOT PARTICIPATE***

This person does not do his or her task, does not carry out his action plan, does not read the exercise, does not relax or wishes to try new activities.

The following suggestions may help:

- Recognize that all of us come from different experiences and situations, because of this, it is important to be patient.
- It is not necessary to force or admonish someone who does not comply.
- It is possible that this person may not understand his or her task or action plan or she or he may not be used to do weekly project.
- This does not mean that they are not going to benefit from the class. Some people like to observe and listen instead of actively participating.
- With time, this person may change and decide to participate. We should not assume that the person will not benefit from the class, especially if he or she is attending to all the classes.
- Do not invest a lot of time trying to get them to participate, remember that the task is designed to help them manage their chronic illness and to have healthier lives.
- Goals and action plans are specific projects for people who are determined to achieve something. Instructors must not impose their opinion regarding what the participants want to do.
- Congratulate and encourage the people who achieve their weekly goals or action plans.
- Ask people who have achieved their goals or action plans to share their experiences so others can observe the benefits they received.
- Understand that not everybody is going to immediately value the benefits of the program.
- Do not evaluate your capabilities as instructor based on the people who chose not to follow a plan,

to try techniques to manage their illness or to participate in the activities. If the lack of participation persists in all the classes, consider then that perhaps that the activities have not been correctly modeled.

### **THE ARGUMENTATIVE PERSON**

This type of person frequently shows disagreement, she or he tends to be negative and does not take into consideration the group. He or she may be a nice person, however, it seems like something is constantly bothering him or her.

The following suggestions may help:

- The instructors must remain calm and collected when facing these situations.
- Do not allow the group to get excited.
- If there are doubts about something that is being explained, try to clarify what you meant to do or say.
- Ask for help from the group, someone could clarify the situation or problem.
- You can talk to the person in private and ask for her opinion about the class, once you know what she or he thinks, you can ask her for comments or suggestions.
- When someone is argumentative, ask that person in a nice way to share with the group the source of the information she or he is presenting, for example where did she/he hear or learned about that information.
- Offer to talk to the person after class if she so desires and inform this person that the program has been evaluated by medical committees, physical therapists, nurses, and national and local health educators from Stanford and that you as instructors must follow the approved manual.
- Suggest to the person that he or she communicate with the organization sponsoring the program (be it a hospital or foundation) to get answers to her/his questions and concerns.

### **THE ANGRY OR HOSTILE PERSON**

It is very easy to recognize this type of behavior. It is also possible that the anger this person feels has nothing to do with instructors or participants, but nevertheless, this attitude can affect everybody and nobody like to be the target of hostility.

The following suggestions may help:

- Don't lose your cool and composure. Aggressive behaviors generate more aggression.
- Place yourself at the same physical level as the hostile person, this can help in calming his or her aggressive attitude, if the person is seating, take a sit next to her or him.
- Use a soft and calm tone of voice.
- Whenever possible, affirm the perception, interpretations, and emotions of the person. This means that you are not negating or arguing about his or her opinions or emotions.
- Allow the person to express his or her feelings and opinions. This may help instructors understand him or her better. Listen to the person attentively, for example repeating his or her words when appropriate, affirming that you are trying to understand.
- If someone attacks a participant stop this type of behavior by saying for example: "In this class, we do not accept this type of behavior. We want to respect and support each other." If the person does not seem to respond, ask what he or she suggests should be done or how the problem could be resolved.

- If in spite of everything that the instructors and the group have tried the person persists, it may be necessary to suggest that she or he quit the class for his or her own good and the good of the group.

### ***THE ASKER (THE PERSON WHO QUESTIONS EVERYTHING)***

This type of person asks many questions, some irrelevant to the topic or just to interrupt the instructor.

The following suggestions may help:

- As an instructor, do not pretend you know all the answers; when you don't know something, just say, "I don't know that, but I will find out."
- Including the group to help you answer questions is a good practice. You could say: "that's a very good question, does anybody want to respond? or perhaps (name of person) wishes to respond?"
- Get close to the person or gently tap on the shoulder to calm him or her down and offer to help after the class.
- When you have answered the same question several times, you can say: "You have very good questions, but they are too many, I proposed you find the responses and that may constitute a plan of action for next week!"
- Go back to the topic.

### ***THE KNOW IT ALL***

We are referring to the person who tends to constantly interrupt by responding to everything. This person makes inappropriate comments or insists on having an opinion. It may be that she or he knows much about the topic and that the contributions are important but at times, these persons like to share esoteric theories, irrelevant experiences, talk about multitude of alternative treatments, or home remedies. This consumes a lot of class time.

The following suggestions may help:

- Emphasize the topic being addressed.
- Limit the comment of this type of person, do not ask for his or her opinion at each opportunity.
- Establish rules at the beginning of the class and remind the participants whenever necessary that in this program, we are not going to discuss alternative or home remedies. Better yet, tell them that we are going to offer a form to evaluate them and in that way, they will be able to make decisions about them.
- Thank them for their positive and informative comments.
- If the problem persists, propose the following: "the debate rules indicate that everybody has the right to express an opinion about something, if they so desire, at least two times, however, if there are people who have not said anything, that the person who already gave an opinion must wait."

### **THE TALKATIVE PERSON**

This person talks at the same time the instructors are conducting the class. He or she talks or discusses issues with other participants or makes comments about personal issues during class. The habit can be annoying and distracts everybody.

The following suggestions may help:

- You can stop teaching, keep absolute silence until the group becomes aware and starts paying attention.
- Stand next to the person who is talking and continue imparting the class, this is a way of calling attention to the person who interrupts constantly.
- Arrange the chairs in a way that there be an instructor in front of the talkative person.
- Briefly repeat the instructions directing you attention to the person or say: “allow me to repeat the question.”
- Call attention to the person directly during or after the class.

### **PARTICIPANTS WHO CRY**

Some activities in the program stir up feelings of sadness, depression, or frustration in some participants and on some occasions, they cry. The reasons for the tears vary, some feel that at last, their suffering is understood and feel sufficiently at ease to express the emotions they have suppressed. Crying can be good in these cases. This situation can also create closeness among the participants and foster mutual help within the group. The role of the instructors is to make this person feel secure and give the person support and consolation. Offer words of sympathy that tell the person that crying is alright.

The following suggestions may help:

- Take a box of disposable tissues to the class.
- Mention that in the class, we all feel like crying and in the case of people with diabetes, or any other chronic illness, the need to express feelings by crying is understandable; then continue with the class.
- If the person is crying copiously, one of the instructors may offer to accompany the person out of the room to have privacy and talk. The other instructor continues with the class.
- In general, if nobody intervenes and respect is shown, the person will calm down in a short time. The liberated tension may make the person feel better and closer to the members of the group.
- During breaks or after the class, the instructors must make sure that the person is alright and offer their help. They can reiterate that crying is natural and understood under the circumstances.

### ***THE SUICIDAL PERSON***

This is a rare case, however, there may be a participants who is very depressed, may express suicidal feelings or suicidal intentions, or much desperation.

The following suggestions may help:

- As instructor, remember your limitations in recognizing an extreme emotional situation. Have on hand phone numbers of agencies or services where the person can go to get help.
- Speak in private with the person, one of the instructors can go outside of the classroom with the person to find out if she or he can help. Additionally, this instructor can provide specific information about the resources in the community, such as an agency that manages crisis situations or depression problems.
- If the participant does not wish to call the crisis center, you can offer to do it for the person or give some suggestions.
- Ask the person to call a family members or to let you call them to ask them to come and pick you up or take you to a place appropriate for your situation.

### ***THE PERSON WHO ABUSES OTHERS.***

We are referring to the person who is judgmental or verbally attacks others in the group.

The following suggestions may help:

- Remind everybody that we all want to create a mutual support environment.
- Establish the following rule: everybody is entitled to their opinion, even when disagreeing with other ideas presented in the class, it is not appropriate to attack or judge others.
- If the abuse continues, then the instructor may ask the person to leave the class.

### ***THE PERSON OBSERVING WITH A SUPERIOR ATTITUDE***

This person has a superior attitude. He or she identifies herself or himself as an observer, curious to find out what's going to happen in class. In his or her opinion, she/he knows everything needed to know to manage his/her chronic condition and does not need anybody's help.

The following suggestions may help:

- If the person really knows a lot and manages her illness well, then the instructors could consider inviting the person to become an instructor and giving her written information at the end of the program.
- If the person knows a lot but does not show confidence or control in her/his illness management, the instructors can talk about the difference between having information and changing behaviors or acquiring aptitudes. This program is designed to incorporate new habits in the life of the person through the practice of different techniques to manage chronic diseases; the goal of the program is not only to review information or increase knowledge.
- Sometimes, a person may have a superior attitude when he or she feels excluded from the group or does not feel comfortable. Try to include and encourage everybody.
- If the person wishes to be ignored, then do so. She or he may become bored and decide to participate, or leave. In general they tend to join.

### **THE PERSON WHO HAS A HARD TIME SETTING GOALS OR ACTION PLANS**

We refer to those whose goals are ambiguous, not clearly expressed or lack the desire to set goals.

The following suggestions may help:

- If the person does not wish to set a goal, do not force her or him to do so.
- To encourage the person, ask about the problems his or her illness causes and if there is anything he or she would like to improve. Ask her/him also to identify the first step needed to accomplish the change. Little by little, the instructor can help the person identify a specific goal to transform the vague or unclear goal in something more concrete. If that's not possible, be patient, the next class will provide a new opportunity in addition to the examples shown by the instructors and the other participants.
- Tell the person who has difficulty identifying his or her goal to think a little longer while the others express their goals. Go back to the person at the end. It is possible that after listening to the others, he or she may have an easier time in formulating the goal.
- If the person refuses to make a serious commitment, talk to him/her and find out if there is a particular reason why she/he refuses to commit. If the instructors can identify the problem, they may be able to help the person overcome the difficulties. However, we are facilitators of a class and should not try to force anybody, nor make them feel badly for not participating.
- Do not spend more than 3 to 4 minutes helping this person, continue with the next person who is ready to participate.

### **THE PERSON IN CRISIS**

We are referring to the person who has a lot of problems and needs help, or simply wants people to listen for long periods of time.

The following suggestions may help:

- Listen attentively showing empathy. Do it without assuming, listen actively confirming once in a while what the person is trying to say.
- If after 5 or 6 minutes it is obvious that this person needs to talk for a longer time to let out steam, talk to the person during breaks or at the end of the class because class time is predetermined for all the activities.
- Do not spend a lot of time or energy trying to help people who want a lot of attention because you will be taking time that belongs to participants that you may be able to help.

### **REFLECTION**

What do you see happening? How does that make you feel? Why do you think that happens?  
What problems does it cause? What strategies could be used?

### ***IF THERE IS NOT ENOUGH TIME***

It is important to start and finish on time out of respect for the participants and coordinator from the class site, however, if you run out of time in more than one session, it is necessary that you analyze how you are administering the time.

Suggestions that may help:

- Lead by example. Arrive early, use a watch or timer to stay on task for each activity and finish on time.
- Write the day's activities and the time designated for each one and place it in front of everybody. Ask for cooperation to keep on schedule.
- Prepare all the materials, posters, and equipment (recorder and cassettes in their corresponding activity) before starting the class. Try to arrive to the class at least 20 minutes before the beginning of class.
- Ask your co-instructor to write on the flipchart during brain storming sessions. If you are teaching alone. Ask one of the participants to help you, if possible.
- You can use a timer or assign a person to keep time during the discussions. You can also ask your co-instructor.
- Ask your co-instructor to signal when it is time to continue with the class.
- If you run behind schedule, limit the time when participants engage in discussions or share their opinions and shorten the talks for the day, focusing on the most important points. Mention the chapters of the book where they can find the information of the talks. Do not shorten or omit the following activities: setting goals, sharing experiences, and problem resolution.

### ***WHAT TO DO WHEN THERE ARE “ INVITEES”?***

The spouse, partner, or relative of the persons registered in the class are welcome to accompany them. Once in class, the instructors should encourage them to participate and to get involved in the class. Remind them of the importance of attending the classes, given that they are occupying the place or a person who could benefit from the class if they were to miss class.

### ***SPECIAL CASES OR EMERGENCIES IN THE CLASS***

What can be done when someone gets hurt or there is an emergency? Suggestions:

- You need to make sure there is a phone and its location as a preventive measure. Also, have a list of emergency numbers such as 911 or the appropriate extension of a hospital's emergency room.
- The first thing to do is to keep the injured person comfortable and ensuring that they get the adequate medical attention as soon as possible. If the person got hurt doing exercise, placing an ice pack wrapped in a towel on the injury will help fight the inflammation before the person gets medical attention. The ice pack should not be applied for more than 15-20 minutes.
- If the injury is serious, stop the class, if not, one of the instructors can continue the class while the other one tends to the person with the problem. Once the situation is under control, the attention of the class is redirected to the central topic.
- If an accident occurs, inform the program coordinator after controlling the situation.
- Inform the coordinator by telephone. If you write a summary of the events before making the call, it would help you give an account of the situation orderly and with clarity.

## EMOTIONAL INTELLIGENCE

“This is a broad term that largely defines the capacity of acquiring the necessary skills to control diverse feelings and emotions. The basis for the emotional literature is to have enough confidence to use these abilities.

Howard Garner calls empathy interpersonal intelligence or the cognitive capacity of perceiving in a common context, what the other person may feel. It is also a response of active affective participation from a person to the reality that affects another person.”

*Definition taken from Wikipedia*

Emotional intelligence includes:

- The identification of feelings and needs through awareness in our bodies.
- The ability to identify the feelings of others and to listen with empathy.
- To know how to express one’s feelings verbally and through body language.
- To chose when to contain (not to repress) emotions and when to appropriately communicate them.
- The ability to process and let go of an emotion when needed.
- The freedom of allowing ourselves to feel and enjoy our inner self through our feelings.
- The ability to direct with wisdom and grace.
- The ability to acknowledge our limitations and celebrating our talents.
- The ability to give and receive love.

Emotional needs arise through our existence, they have been determined by our biology as human beings.

We all need acceptance, love, warmth, affection, tenderness, empathy, respect, freedom of expression, healthy boundaries, and ownership of our bodies.

***“These basic psychological needs are absolute;  
We all have them, regardless of culture and time.”***

—Robin Grille

## THE SECRET SOUNDS OF THE FOREST

Many years ago, there was a wise king went about educating his son, the future heir of the crown. He decided to show his son how to become a great leader. In order to achieve his objective, the king sent the prince to the forest for a year. The instructions the father gave his son were that exactly at the end of one year, he was to come back and to describe all the sounds he had heard in the forest.

The obedient son complied with his father's request and went to the forest where he listened to all the sounds he could hear. He went back at the end of the year and happily related to his father all the sounds he had heard: he talked about the leaves moved by the wind, leaves that fell to the ground, birds that sang, bees that buzzed, insects that sang and flew, small animals that went back and forth, water running through the rocks...

However, the king did not seem happy, and with a gesture of disappointment sent his son back to the forest to listen once again. He told him to listen to the true sounds of the forest and that when he heard them, to come back home and report on what he heard. The boy went back to the forest.

All alone, he sat next to giant trees and rested in the forest thinking about his lack of discernment. After many days and nights, the prince began to feel a strange inner sensation that enlightened him and made him realize that he could now go back to his father's house with honor.

The young prince then ran back to his house, delighted with the emotions of his new knowledge. He went before his father and reported that at last, he had listened to the sound of leaves awakening to the morning's dew, the soft whisper from flowers opening and closing their petals, the clamor of the earth as it prepared to receive the sun's rays and the sounds of the beating hearts of thousands of animals and birds. His father was very pleased.

"My son," said the king, "listening to that which is not audible is the best discipline to become a great leader. The best leaders are those who can really hear the joy and pain of their people. It is easy to hear the obvious and superficial, but great kingdoms are built only after we listen to the secret sounds that surround us. You have learned the wisdom of the forest and your mission in life."

## SESSION 4: Health Education Techniques

**AGENDA: 8:30AM – 1:00PM**

**8:30 – 9:00 Registration and breakfast**

<b>ACTIVITY 1:</b>	Welcome and logistics	<b>9:00 – 9:05</b>
<b>ACTIVITY 2:</b>	Ice breaker	<b>9:05 – 9:15</b>
<b>ACTIVITY 3:</b>	Reflections about our learning	<b>9:15 – 9:25</b>
<b>ACTIVITY 4:</b>	Learning objectives	<b>9:25 – 9:30</b>
<b>ACTIVITY 5:</b>	Health education techniques	<b>9:30 – 10:15</b>
<b>ACTIVITY 6:</b>	The different learning styles of adults *Presentation	<b>10:15 – 10:35</b>
<b>ENERGIZER</b>		
<b>ACTIVITY 7:</b>	The different learning styles of adults *Practice	<b>11:00 – 11:30</b>
<b>ACTIVITY: 8</b>	How to write learning objectives	<b>11:30 – 12:00</b>
<b>ACTIVITY 9:</b>	Join the media campaign	<b>12:00 – 12:30</b>
<b>ACTIVITY 10:</b>	The 9 steps of planning	<b>12:30 – 12:50</b>
<b>ACTIVITY 11:</b>	Evaluation, assignments for the next session, announcements and closing	<b>12:50 – 1:00</b>

## SESSION 4: Health Education Techniques

### LEARNING OBJECTIVES

At the end of the session, the participants will be able to:

- ✓ Study and utilize participative methodologies.
- ✓ Describe the advantages of different teaching techniques.
- ✓ Learn the four different adult learning styles
- ✓ Learn the elements to write smart learning objectives.
- ✓ Identify the steps for planning
- ✓ Plan a group activity
- ✓ Identify the difference between planning and action plans
- ✓ Begin to prepare an action plan as a Promotor group

### HEALTH EDUCATION TECHNIQUES

When an educational session is going to be imparted, the technique that is used is as important as the content. The following table shows the most used techniques.

In this training, these techniques have been used in the different activities that have been carried out.

#### SELECTING THE APPROPRIATE TEACHING TECHNIQUE

TYPES OF LEARNING	TEACHING TECHNIQUES	EVALUATION ACTIVITY
Data/Information	Lectures, songs, presentations, brainstorming	Written questions Oral questions
Skills (manuals, ideas, planning)	Demonstrations, instruction with follow-up practice, feedback to correct mistakes	Observing the work in practice, role playing
Attitudes, values	Discussions, role playing, values clarification exercises	Indirectly, observing behaviors

The teaching techniques are used to call the attention of the work group. The group activities are the triggers that allow us to effectively direct the groups. There are many group activities or techniques, in this case we will utilize five specific techniques.

1. Presentation
2. Dialogue and negotiation
3. Brainstorming
4. Demonstration, practice
5. Role playing

## PRESENTATION

A talk or presentation is a brief technique the instructor uses to present facts, principles, or explanations about the topic being addressed. In this project, we use “presentations” to offer information or brief explanations at the beginning of each topic regarding basic concepts of chronic disease.

How this technique is used

- Explain to the group the purpose of the presentation.
- Motivate the group by relating the contents of the presentation to the questions or problems that have arisen in the group.
- Speak only of the points in the topic that appear in the developed sessions. You can briefly complement the presentation using the additional information provided in the Instructor’s Manual, only. Do not use information from the resource area, unless the manual requires it.
- It is important that during the presentation the instructor avoid **READING** directly from Instructor’s Manual or other books provided.
- The instructor must:
  - Use the manual as a guide,
  - Do prior preparation; and
  - Practice how each activity is to be taught. You can use your own words **WITHOUT** changing the main meaning of the topic.
- Direct the attention of the people in the group to motivate them in participating and feeling included, it is important.

Advantages of the presentation technique

- It allows the instructor to relate a lot of information in a short period of time.
- The instructors can be prepared to talk about the important information by studying the manual’s presentations ahead of time. Knowing the topic in depth will make them feel more confident.
- It offers information that could be difficult to find, saving the instructor time.
- The material is presented in a concise and orderly manner so the participants can easily understand it.

Important observations about the presentation technique:

- The participants could lose interest if the instructor does not explain the topic with confidence and clarity. It is important to be concise when detailing the information. A mediocre presentation may show that the instructor did prepare in advance.
- The participants may become passive, listening only, without contributing to the group. (it is essential to maintain an appropriate level of participation to ensure success in the process).
- The participants could forget the information from the presentation or not understand it. (It is important to be available to answer questions during the class or after it is finished, as appropriate).

*Handout. Session 2. VA 8/31/06*

## DIALOGUE AND NEGOTIATION

This is a verbal exchange of ideas about a topic or problem that happens during the activities. The instructor begins and moderates the discussions. The objective of the dialogues in the project is to offer participants the opportunity to exchange ideas and experiences related to a particular topic, the results of which will be reported by them to the entire group.

Advantage of the dialogue:

- Offers participants the opportunity to become involved.
- Permits the informal expression of personal experiences and information that enrich the material presented and in the presentations.
- Invites participants and instructors to get involved in a more active manner.
- Lets participants and instructors reinterpret their symptoms and beliefs.
- The participants stay active in the learning process.
- It fosters the resolution of problems within the group.
- It helps to develop respect for others, even when there are difference of opinions.

Important observations about the technique:

- “Dialogue and negotiation” could get out of order, discouraging the participation of others. This can be diminished if the instructor moderates or facilitates the teaching technique and encourages others to participate.

Suggestions to facilitate dialogue and negotiation:

- Maintain a pleasant environment, not intimidating (or strict) and of mutual support.
- Respect the individual dignity and the point of view of all participants.
- Validate the others’ opinions.
- Motivate the participants to behave as described above.
- Invite the participants to be responsible any proactive.
- Listen actively.
- Reinforce concrete ideas and clarify concepts.
- Monitor how the participants process information.
- Ask for the participants’ opinions and ideas when appropriate.
- Keep a fluid rhythm of the discussions.
- Summarize, emphasizing the most important points, respecting opinions.

What not to do during dialogue and negotiation

- Ignore, disregard, or fail to take in consideration the responses of the participants.
- Show disinterest or lack of attention or excluding someone.
- Manipulate the participants in any way.
- Show lack of flexibility in structuring the class.
- Judge or challenge people in the group about the responses.
- Sermonize, moralize, pontificate, insist too much, or repeat something a lot.

#### Possible difficulties

- The instructor talks a lot or doesn't know the topic well.
- Some people do not participate.
- Some participants feel intimidated or ashamed.
- Some participants monopolize the conversation or angrily discuss among them.
- Some participants show hostility.

*Handout. Session 2. VA 8/31/06*

## BRAINSTORMING

Brainstorming is a technique that invites the participants to generate free ideas.

The instructor:

- Poses a question to the group.
- Asks for ideas spontaneously.
- Does not comment, judge, or evaluate the suggestions or ideas given by the participants.
- Writes the ideas and suggestions clearly, in front of everybody's view.
- Associates ideas that have similar meaning.
- Writes the ideas exactly as mentioned by the participants.

In brainstorming, quantity is better than quality. Once all the ideas have been expressed, a more careful analysis is conducted about the ideas to clarify and explain when necessary.

How to use this technique

- The instructor reads the question in the corresponding activity of the session and invites the participants to do a brainstorming exercise. The technique also serves to ask for ideas to resolve some problem the participants may have; the whole group is asked to contribute with their solutions.
- The instructor must write the ideas from participants right as they are expressing them, making sure they are visible to everyone and exactly as they were expressed. Do not change or correct what the participants say to avoid the risk of losing the original idea. If you need to abbreviate, ask the person who expressed the idea to help or confirm that what you wrote is exactly what the person meant to express.
- The instructor who is asking for the brainstorm, encourages the participants and controls their input giving enough time to write them in a clear manner. (this process can also be facilitated by using body language, for example, making visual contact, affirming with the head, using the hands, etc.).
- The instructor must not make comments or discuss the ideas while they are being voiced, he or she should only write them. If nobody participates, the questions can be in the form of an explanation to clarify the purpose of the technique. Let a few moments go by after asking for input to give the group a chance to think before they start to contribute. Normally, someone is going to venture out and speak first. If everything fails, then the instructor can offer some ideas to stimulate the participation of the group.

**IMPORTANT NOTE:** Although, the expressed ideas may seem strange, they must be written in plain view, without commenting on them. If the participants were to comment or ask questions about any idea or suggestion expressed, the instructor must explain that only ideas are being generated in that particular moment and that once all the brainstorm session ends, the ideas will be revised, discussed, or clarified. Once all the ideas are expressed, the group is asked if they need clarification about something, if that is the case, help is asked from the person who expressed the idea to explain it to the group. The instructor can also help in explaining or correcting the ideas that may erroneous or inexact without pointing fingers or making accusations.

*Handout. Session 2. VA 8/31/06*

## **DEMONSTRATION, PRACTICE**

In the practice, the participants first observe the instructors demonstrating a task in order to find out what is for and how it is done. After the initial demonstration by the instructors, the participants practice such task or activity while the instructors observe them and help them do the task correctly. The demonstration and practice are used to explain an activity or technique making it more concrete and clear to the participants

How to use this technique

- Explain that the purpose of this technique or new aptitude that is going to be demonstrated (generally during an activity). Emphasize the most important point during the demonstrations, so the participants can observe them.
- Clearly explain the instructions in simple terms, using words the participants can understand, for example, if the word is a medical term, try to define it in your presentation, or if you notice that the expressions of the participants show confusion, use common synonyms or ask the group if it was clear what you explained. Avoid oversimplification.
- Briefly demonstrate the technique o aptitude they are going to learn.
- Include the participants in the demonstration, allowing them to practice the technique or aptitude that was previously demonstrated.
- Verify that the participants are able to do the task or aptitude correctly. In order for the program to be more effective, the participants must not only observe but also practice.
- Summarize or briefly review the most important steps of the demonstration and practice after you finish doing it.
- If someone has difficulty practicing, you can offer help after the class, so not to go over the designated time.

## ROLE PLAYING

In this technique, the instructor or the participants represent a role voluntarily. For example, a difficult participant. Acting in a certain role, supposing that the situation could arise in class, is used to illustrate an important point or to give the participants the opportunity to practice a new skill in class. This technique is also used to train instructors, representing situations that may occur in their classes.

How to use this technique

The instructor can ask a volunteer from the group to represent a role during the training (for example, to act as a person that interrupts the class constantly, asking many questions that have nothing to do with the topic).

After that, in front of the group, the instructor may demonstrate how to handle that situation. for example, asking the person who interrupts and telling him or her that at the end of the activity his or her questions will be answered.

NOTE: Do not increase the time of the role play unnecessarily.

Advantages of role playing:

- It offers participants the opportunity to practice a new attitude and to identify how the role can be applied to real situations.
- It contributes to increase the confidence and self-esteem of instructors and participants.
- It fosters participation and makes the training and class more enjoyable.

Observations about role playing:

- The participants may feel ashamed or uncomfortable. Encourage them and celebrate their achievements..
- The participants must not feel pressured or singled out.
- The instructors must direct and monitor each role play.
- Conclude the activity thanking the participants for their involvement.

## HOW TO WRITE LEARNING OBJECTIVES

A Learning Objective is: “A statement of what a participant is going to be able TO DO at the end of the session”

Learning objectives must be based in the learning needs of the participants. Learning objectives are easier to write once the learning needs have been evaluated.

There are 3 types of learning objectives

- Skills. Aptitude or skills of being able to do something, this can be something manual or cognitive
- Knowledge. Facts, data , information
- Attitudes. The expression of feelings and values in a specific situation.

BEHAVIOR. It is a combination of those three.

Goal: A general statement of what needs to be done. The solution to an identified need.

Objectives: These define exactly what the participants are going to be able to do as a result of the training.

- Examples of verbs used in writing objectives related to knowledge:
  - List
  - Name
  - Say
  - Explain
  - Describe
- Examples of verbs used for learning objectives related to skills:
  - Apply
  - Build
  - Utilize
  - Create
  - Do
- Attitude changes are the most difficult objectives to teach, the learning is measured indirectly by observing
  - “The participant shows \_\_\_\_\_ by \_\_\_\_\_
  - Sensibility, respect, fear, patience, awareness, curiosity, enthusiasm.

## SMART OBJECTIVES

A SMART objective is one that includes the five concepts that qualify it, it is:

- Specific. Clear with respect to what needs to be changed, who is involved, how, when and where.
- Measurable. States specific behavior that could be observed, verified, counted, and mentions to whom it is directed.
- Achievable. Use action verbs to describe the achievement (explain, demonstrate, distinguish, write, avoid being vague and do not use verbs like learn, know, understand, study.
- Realistic. Is it reachable with the available resources? Time, money, etc...
- Time bound. Indicates exactly the time to accomplish the objective

## PLANNING STEPS

Why plan? What activities are planned? What activities in daily life need to be planned? What plans have we done lately?

Steps to follow in the planning process:

1. The problem or need
2. What we want to do or the goal
3. The objectives to follow. What we are doing to accomplish the goal
4. The resources or materials we have to carry out the project
5. Planning of the activities
6. Naming the responsible individuals
7. Distributing the time
8. Carrying out the activities
9. Evaluation

### Steps to follow in a planning process:

The problem or need: We have found that the Promotores from \_\_\_\_\_ would like to teach classes about nutrition and aerobic exercise as a measure of prevention and management of diabetes, however, they are not prepared to do so. The problem in this case is that the Promotores are not prepared to teach these classes and need training and recognized certification as exercise instructors.

What we want to do or the goal: The objective that we planned to prepare the health Promotores to teach a nutrition and aerobic exercise class as a measure of prevention and management of diabetes.

The steps or goals we need to achieve: The goals we have:

- Organize a training about nutrition and aerobic exercise as a measure of prevention and management of diabetes to prepare Promotores.
- The Promotores will then teach three classes per week combining the practice of aerobic exercise and suggestions about nutrition, as a measure of prevention and management of diabetes with an established group.

The resources or materials we have to have to carry out the project: The resources we have: paper, markers, meeting room in the clinic, health education, etc. What we need is to know what the Promotores know about the topic, what they need to know and what agencies provide certification for exercise instructors.

- **Proposed activities:** Several different activities are needed to be in order to be able to do a training for Promotores.
- **Naming the people responsible:** The activities were divided among each person working in the project, for example Maria is going to recruit the trainers while Vicky procures the training site.
- **Distributing the time:** Each activity had the necessary time assigned in order to be able to conduct the training.
- **Implement the activities:** Implementing the activities means to conduct the training.
- **Evaluation:** An evaluation was conducted with the participants to determine how much they learned in the training and if they liked it.

## ACTION PLAN

Introduction: There is a difference between planning an activity and outlining an action plan. The action plan is the formulation of a work plan for a set date (it could be a year or six months). This plan takes in consideration the group's goal which includes all the activities that are going to be carried out during the period. Having an action plan will help when planning meetings, activities and short term trainings that correspond, or are components of long term projects that are expected to be implemented.

Developing an action plan:

- The group will now have the opportunity to decide what they would like to do after they graduate. The group will be invited to participate in a brainstorming session regarding the activities or projects they would like to develop as Promotores.
- The ideas are grouped in similar activities and each grouping of activities gets a name.
- The group will vote for each one of those projects with the intent of choosing one.

Once we decide on a project to carry out and have the project's name, this will include various activities. The group will detail the action plan with the name of the project, the activities that are going to be conducted and the names of the persons responsible for the activities.

PROJECT'S NAME: \_\_\_\_\_

GOAL: \_\_\_\_\_

OBJECTIVES	ACTIVITIES	PERSON RESPONSIBLE FOR CARRYING OUT THE ACTIVITY	TIME (WHEN THE ACTIVITY IS GOING TO BE CONDUCTED)	DESIRED OUTCOMES

## SESSION 5: My Work and Growth as a Promotor and Community Health Worker

### AGENDA: 8:30AM – 1:00PM

8:30 – 9:00 Registration and breakfast

ACTIVITY 1:	Welcome and logistics	9:00 – 9:05
ACTIVITY 2:	Ice breaker	9:05 – 9:20
ACTIVITY 3:	Reflections about our learning	9:20 – 9:30
ACTIVITY 4:	Learning objectives	9:30 – 9:35
ACTIVITY 5:	Public speaking skills	9:35 – 10:35
ACTIVITY 6:	The ethics of community work	10:35 – 11:30
ENERGIZER		
ACTIVITY 7:	The Johari window: How to provide feedback	11:40 – 12:20
ACTIVITY: 8	Instructions for your “presentation practice”	12:20 – 12:50
ACTIVITY 9:	Evaluation, announcements and closing	12:50 – 1:00

## Session 5: My Work and Growth as a Promotor and Community Health Worker

### LEARNING OBJECTIVES

At the end of the session, the participants will be able to:

- ✓ Practice exercises to improve public speaking
- ✓ Practice breathing and exercises to minimize nervuness when speak in public.
- ✓ Reflect and discuss about the Promotor ethics.
- ✓ List the basic elements of feedback.

Speaking in public:

There are many exercises to improve the tone, volume, intonation, adequate pronunciation, and appropriate emphasis of the voice such as deep breathing and relaxation.

#### 1. VISUALIZATION

Visualizing an expected resulted is very important to achieve what we want. If you visualize yourself speaking confidently, you will more easily achieve it.

- Take a few minutes and lie down in a comfortable place.
- Close your eyes and imagine yourself delivering a presentation in public.
- Imagine every detail, how the public smiles at you and listens to your words. Feel the emotion and satisfaction of doing it right.

#### 2. BREATHING

Practice breathing to strengthen your diaphragm and achieve higher volume in your voice and avoid losing your breath when you speak for hours.

- Sit so your back is erect, your chest elevated and your shoulders relaxed.
- Exhale all the air you have and then fill your lungs and push the air down making sure that your abdomen is inflated over your belly button and your lower ribs expand.
- Slowly count to three as you inhale, hold for a count of three, and then exhale also counting slowly to three until you expel the air.

**Activity:** Read aloud the following passage without breathing, do not stop, pause, follow punctuation, or intonation.

*“In the theatre arts, there are no traps, everything is natural and just, a good artist is the logical result of a long studies grounded on great patience. Wanting to be an artist is easy, the hard part is to asking from the arts what cannot be given and even more difficult giving to the arts everything they would ask from us.”*

### 3. VOCALIZATION

Practicing vocalization will help give your voice a more pleasant tone, and will enable you to raise and lower the tone of voice as you speak.

With A-E-I-O-U

### 4. PRONOUNCE THE BASIC TIMBRES OF THE WORDS BY USING THE FOLLOWING PARAGRAPH:

Cansadas, cargadas, rapadas, marchaban las chavas; calladas, calmadas, bandadas de gatas las ratas cazaban; las ranas cantaban, llamaban, saltaban, y al saltar sanaban de su mal astral.

En la mañana la mamá de Ana Zavala va a la plaza a cambiar cáscaras de naranja por manzanas, bananas, patatas y calabazas, para lavarlas, aplastarlas, amarrarlas, empacarlas, cargarlas, y mandarlas a Canadá.

Que el bebé deje de beber leche frente a la tele, que bese el pelee, que me dé ese eje que le dejé, y que se entere de lo que pensé.

Tongue twisters help to improve diction because it helps to develop greater agility in the tongue and lips. Practicing them help us to be better understood. Below find a few twisters in Spanish and others in English.

The blue bluebird blinks.

Three free throws.

What time does the wristwatch strap shop shut?

Strange strategic statistics.

Freshly fried flying fish, freshly fried flesh.

“Treinta y tres tramos de troncos trozaron tres tristes trozadores de troncos y triplicaron su trabajo, triplicando su trabajo de trozar troncos.”

“Pablito clavó un clavito en la calva de un calvito. En la calva de un calvito clavó un clavito. Pablito”

“Tres tristes tigres tragaban trigo en un trigal; en un trigal tragaban trigo, tres tristes tigres”

“Constantinopla, requiere un gran desconstantinoplanizador; el que desconstantinoplara Constantinopla, buen desconstantinoplanizador será”

“Si Sansón no sazona su salsa con sal, le sale sosa; le sale sosa su salsa a Sansón si la sazona sin sal.”

### 5. INTONATION/VOLUME

ESTO, NO TIENE NOMBRE ME ENGAÑASTE.

ESTO NO TIENE NOMBRE, ME ENGAÑASTE

LOS HOMBRES NO ENTIENDEN A LAS MUJERES

“SÍ, COMO NO”

APROBÉ CON SETENTA DE CALIFICACIÓN

“Cuando Fernando séptimo usaba pantalón, pantalón, pantalón, usaba pantalón”

## 6. READING AND WRITING

If you want to have many things to talk about, you need to feed your mind by reading books. However, it is not enough to fill your mind with ideas and knowledge, you need to organize those ideas by writing them.

- If you do not read, you can develop that habit by reading from 15 to 30 minutes every day.
- Take a few minutes at least one day a week to put your ideas in order and write your thoughts in essay or article form.

### A STRENGTH TRAINING WORKOUT FOR YOUR VOICE

Breathe deeply and exhale on a hissssssing sound. Repeat 10 times.

Proper breathing is the foundation for a healthy voice AND control over nervous energy that can make the voice quiver.

Say “Mm-mmm (as in yummy) Mmm-hmm (like yes) ” Repeat 5 times.

This develops mask resonance, which creates a clean and vibrant sound by creating a clean approximation of the cords and a resonance that will sound great and project easily.

Say “Mm-mmm. Mmm-hmm.” up and down your vocal range, from low to middle to high and back again, 10 times.

Raise your volume a bit and say “Mmmmmmmmy name is...” Repeat this ten times up and down your vocal range.

This enhances vocal flexibility and coordination.

Say “Ney, ney, ney, ney, ney” loudly but without yelling 10 times up and down your vocal range.

This is more mask resonance training.

Starting at mid range, make a siren sound with Oooo and Eeeee by sliding down your vocal range several times, starting higher each time.

Again, the focus here is on more flexibility and coordination.

Say “Mmmmmmm” until you feel a buzzy sensation in the front of your face. Repeat 5 times.

Mask resonance again.

Now, for isolation of muscles for articulation, try some tongue twisters like those below. To get the full workout, say them each several times but only as fast as you can go and keep them clear. You can increase your speed over time:

To bring it all together, speak a few sentences out loud. Use an opening or closing of a talk, a favorite poem or long quote, or song lyrics. Every good work out needs a cool down. End with 5 more big, deep breaths

**TONGUE TWISTERS**

- A: Around the rugged rocks the ragged rascal ran.
- B: Big black bug bit a big black bear and the big black bear bled black blood.
- C: Can I cook a proper cup of coffee in a copper coffee pot?
- D: Don't doubt the doorbell, but differ with the doorknob.
- E: Eight gray geese in a green field grazing.
- F: Fine white vinegar with veal.  
The free thugs set three thugs free.
- G: Grab the groundhog from the glazed grass.  
Grey geese in a green field grazing.
- H: High roller, low roller, lower roller.  
How can a clam cram in a clean cream can?
- I: Inexplicably mimicking him hiccupping.  
I wish to wash my Irish wristwatch
- J: Jingle jungle jangle joker.
- K: Knit kilts for nasty cold nights.
- L: Little lucky luke likes lakes, lucky little luke likes licking lakes
- M: Monkeys make monopoly monotonous.
- N: The Next nest will not necessarily be next to nothing.
- O: Octopi occupy a porcupine's mind. Only royal oily royal oil boils
- P: Peter Prangle, the prickly pear picker, picked three perfectly prickly pears.
- Q: Queen Catherine wakes the cat, and the cat quietly cries.
- R: Rubber Baby Buggy Bumpers!
- Roberta ran rings around the Roman ruins.
- S: Some shun sunshine. Do you shun sunshine?  
Six stick shifts stuck shut.
- T: Three thick thistle sticks.  
The thirty-three thieves thought that they thrilled the throne throughout Thursday.
- U: Unique New York, Unique New York, Unique New York.
- V: Venti, Grande, Tall—Very Grand Words for Large, Medium, Small.
- W: Will's wetsuit is round and wet and rough and wide and ready to go on a watery ride.  
Wayne went to Wales to watch walruses.
- X: Xylophones exist or so existentialists insist.
- Y: Yoda met a Yeti on the Plains of Serengeti.
- Z: Zoologists illogically love to read astrology

## PROMOTOR ETHICS

Health promotion from the empowering perspective aims to build the capacity of Promotores by becoming reflective, autonomous, socially engaged, and able to develop life alternatives that are viable, sustainable, and just, taking into account the 4 principles of humanistic ethics: Liberty, Equality, Fraternity, Justice

Reflection about ethical values and human rights.

*Declaration of Universal Human Rights, Signed in 1948: Considering that liberty, justice and peace in the world have as a basis the recognition of the intrinsic dignity and the equal and inalienable rights for all the members of the human family.*

In order for this to be significant and become a reality we need:

- To know and understand what these rights are (to have the right to have freedom, to have health, to have citizenship, etc....)
- To know how the laws and the legal system work in order to protect our human rights.
- We need to express our rights specifically
- Health is part of human rights

*The World Health Organization describes health as: "Health is not the absence of disease or incapacity, it is a state of complete physical, mental, and social wellbeing."*

*Reflections regarding the professional ethic of Health Promotores*

**MY CONCEPTS AND DEFINITIONS....**

<p>How do you define yourself as a leader in your community?</p>	<p>What is your definition of a Promotor?</p>
<p>What kind of Promotor would you like to be?</p>	<p>What elements do you take in consideration to define yourself as the Promotor that you would like to be?</p>

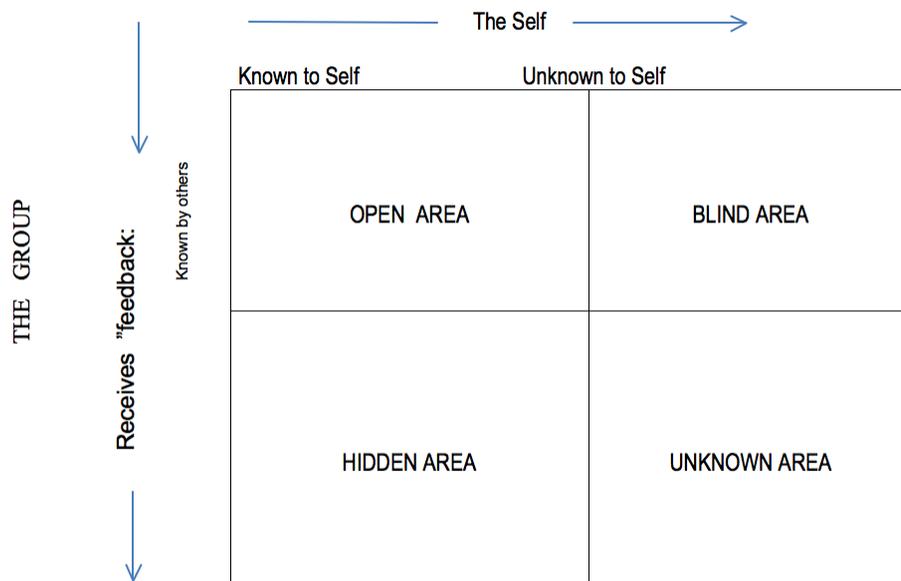
**MY NEEDS...**

PHYSICAL	
EMOTIONAL	
MENTAL	
SPIRITUAL	
SOCIAL	

## THE JOHARI WINDOW

This model illustrates the process of giving and receiving feedback to strengthen personal interrelationships. The model was designed by Joseph Luft and Harry Ingham to help us get an idea about many of our behaviors, and perhaps a solution to confront our difficulties, regarding interpersonal relationships and to turn our social participation with the community into a growth experience for ourselves and for those around us.

We can also see this model as an open window through which we can communicate information about ourselves and others.



The two columns represent the SELF and the two rows represent the group or people with whom we relate in the community. The first column represents what I know about myself and the second one what I don't know about myself. The top row is what others/the group know about me and the bottom row is what they don't know about me. The information in the quadrants is not set in stone, it moves from one place to another according to the degree of trust that exists between the individual and the group.

- **Open Area.** The experiences and information known by the individuals and those who are around them.
- **Blind Area.** In this quadrant, the information regarding the individual "Self" is not known by the person but it is known by others.
- **Hidden Area.** In this quadrant, there is information that one knows about oneself but is not known by others. It is possible that we have information that we do not share for fear of rejection.
- **Unknown Area.** These are elements in our personalities that we do not recognize and that others ignore as well. These are unknown motivations or unexplored potentials.

## PRINCIPLES TO GIVE FEEDBACK

1. **Applicable.** It is directed to a behavior we can control or modify and that it has the necessary information for understanding and applying it.  
*I don't like the way you talk. vs. You are speaking very loudly and that bothers me.*
2. **Neutral.** More descriptive than judging, contrary to the comments that could aggravate a relationship between two people. Based on facts and free of judgments and values.  
*You are late, surely you ... vs. You are late, did you have a problem?*
3. **Opportune.** Knowing when, how, and where to give feedback, considering if it is something we need to say in private or in a group. It is usually more effective if it is given within a short time of the event in which the issue happened.
4. **Requested.** It is more effective when the person receiving the feedback has asked for it, verbally or through body language.
5. **Objective.** Being clear, avoiding subterfuges and being evasive, focusing on the behavior that needs improvement.  
*It would be good if someone were to review your report. vs. Your report needs to improve on the A and B sections.*
6. **Direct.** Not using third parties to send a message, especially if the feedback we intend to give is directed to change or improve an erroneous behavior.
7. **Specific.** Avoid giving unclear or abstract messages.  
*Your behavior is maladapted. vs. During the meeting you did not participate and isolated yourself from the group, this has an impact on making decisions.*
8. **Verified.** The feedback should be verified to make sure that the message was received by asking the person to repeat it in his or her own words.

## OUR CAPACITY TO LISTEN

The good listener harvests while the speaker sows the seeds, Let's not go against nature: We have two eyes and two ears, but only one mouth.

1. Try to be objective as you listen.
2. Suspend all initial judgments.
3. Pay attention to the person who sends the message and avoid distractions.
4. Try to repeat what the speaker is saying.
5. Wait before you respond.
6. Try to formulate in your own words the content and enthusiasm of the speaker.
7. Try to perceive the meaning of what you hear in the words.
8. Use the time to think and respond.

*"A person may say between 90 and 120 words per minute, but can hear between 450 and 600"*

## SESSION 6: Practice and Celebration of our Success

### AGENDA: 8:30AM – 1:00PM

8:30 – 9:00 Registration and breakfast

ACTIVITY 1:	Welcome and logistics	9:00 – 9:05
ACTIVITY 2:	Ice breaker	9:05 – 9:20
ACTIVITY 3:	Reflections about our learning	9:20 – 9:30
ACTIVITY 4:	Presentations	
ACTIVITY 5:	Evaluation, certificates and closing	12:00 – 1:00

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