

Sample Designs of Training and Games

Training Design for Training of Trainers

Profile of the Participants

The participants are office bearers from a Nepalese NGO and have been engaged in development work in Nepal. Although some of the participants have designed and conducted trainings, they have not been exposed to the principles of participatory training and its methodologies. Recently these NGOs have been engaged in social accountability, which requires a lot of facilitation and capacity building of local community and service providers. In order to enhance their competencies, a six day TOT has been designed on participatory training methodology.

Learning Objectives

At the end of the workshop participants will have

- **A Reasonable Understanding of the Principles and Significance of Participatory Training in the Context of Social Change.**
- **Developed Adequate Skills in Designing and Facilitating a Training Programme on Participatory Training Methodology Clear Understanding of the Role and required Skills of Trainers Using Participatory Training Methodology.**

Expected outcome

It is expected that participants will be able to design their training programmes in the future on the principles of participatory training for effectiveness.

Location: Chitwan

Dates: Feb 29 to March 7, 2012

Programme schedule

Day 1			
Time	Session	Methodology	Material/Training aids
09:00 am-10:00 am	Welcome; Introduction; Expectation of the participants; Objective setting; repertoire for the day and logistic announcement	Lecture and Group discussion	Flip chart, markers, white board, coloured cards, facilities for PPT presentation, Handicam; pen and note book and reading material/training manual copies for the participants
10:00 am-11:00 am	PT – Alternative learning Ideology and principles	Brain storming and Lecture	Flip chart, markers, white board, coloured cards, facilities for PPT presentation, reading material
11:00 am-11:15 am	Tea Break		
11:15 am -12:00 noon	Adult learning principles and learning environment	Brain storming, Group discussion; Short lecture	Flip chart, markers, white board, coloured cards, facilities for PPT presentation, reading material
12:00 noon-01:00 pm	WHAT IS A GROUP? <ul style="list-style-type: none"> • characteristics • relevance of groups • teams 	Buzz group; Lecture	Flip chart, markers, white board, coloured cards, facilities for PPT presentation, reading material
01:00 pm-02:00 pm	Lunch Break		
02:00 pm-04:00 pm	HOW GROUPS WORK? small group processes <ul style="list-style-type: none"> • participation, • communication, • leadership, • decision making, • problem solving, • conflict resolution 	Brain storming, Lecture, Group work, Presentations and consolidation	Flip chart, markers, white board, , reading material Digicam for recording
04:00 pm-04:15 pm	Tea break		
04:15 pm-5:30 pm	DEVELOPMENT OF GROUP <ul style="list-style-type: none"> • issues • stages 	Brain storming, Lecture	Flip chart, markers, reading material

05:30 pm	Close		
Day 2			
Time	Session	Methodology	Material/Training aids
09:00am-09:30am	Recap; clarification; reporting team; announcement	Lecture and Group discussion	
09:30 am-10:15 am	Designing a Training Programme <ul style="list-style-type: none"> • meaning and importance • beginning the process • some considerations while selecting learners 	Group discussion; Lecture	Flip chart, markers, white board, coloured cards, facilities for PPT presentation, reading material
10:15 am-11:00 am	Designing a Training Programme PROCEDURE <ul style="list-style-type: none"> • Learning need assessment • Defining learning objectives • Deciding content area • Sequencing contents • Selecting appropriate methods • Putting together in time frame 	Group discussion; Lecture	Flip chart, markers, white board, coloured cards, facilities for PPT presentation, reading material
11:00 am-11:15 am	Tea Break		
11:15 am-12:00noon	Designing A Training Programme LEARNING NEED ASSESSMENT <ul style="list-style-type: none"> • Importance • Scope • When and how 	Group discussion, Lecture	Flip chart, markers, white board, reading material
12:00 noon-01:00 pm	Designing a Training Programme DEFINING LEARNING OBJECTIVES <ul style="list-style-type: none"> • Importance • Procedure caution, strategy • Limitation • Focus on learning 	Brain storming, Group discussion; Lecture	Flip chart, markers, white board, coloured cards, reading material
01:00 pm-02:00 pm	Lunch Break		

02:00 pm- 03:00 pm	Designing a Training Programme DECIDING CONTENT AREAS: <ul style="list-style-type: none">• meaning, procedure	Group discussion, Lecture	Flip chart, markers, white board, coloured cards, facilities for PPT presentation, reading material
03:00 pm- 03:45 pm	Designing a Training Programme SEQUENCING CONTENT AREAS <ul style="list-style-type: none">• Necessity and procedures• Basic guidelines in sequencing	Group discussion, Lecture	Flip chart, markers, reading material
03:45am- 04:00 pm	Designing a Training Programme <ul style="list-style-type: none">• SELECTING APPROPRIATE METHODS	Lecture, Group discussion	Flip chart, markers, reading material
04:00 pm- 04:15 pm	Tea break		
04:15 pm- 04:45 pm	Designing a Training Programme PUTTING THE WHOLE INTO A TIMEFRAME: <ul style="list-style-type: none">• Time assessment, flexibility• A useful format for designing/steps in Designing a Training Programme• Example training design with time frame	Lecture, Group discussion	Flip chart, markers, white board, coloured cards, reading material
04:45 pm- 05:30 pm	Designing a Training Programme <ul style="list-style-type: none">• Practice session for developing a training design	Brief lecture and Practice session in small groups (participants will continue to work)	Sufficient copies of case study for participants, flip charts and markers
05:30 pm	Close		
Day 3			
Time	Session	Methodology	Material/Training aids
09:00 am- 09:30 am	Recap; clarification; reporting team; announcement	Short lecture and Group discussion	Flip charts/markers
09:30 am- 10:30 am	Training designs presentation	Presentation by each group,	Designs, flip chart and markers

		observation/feedback on presentation of design and consolidation	
10:30 am-11:30 pm	Learning Training Methods <ul style="list-style-type: none"> • Methods used in participatory training - an overview • Experiential learning cycle • Principles of method selection 	Lecture and Group discussion	Flip chart, markers, white board, coloured cards, reading material
11:30 am-11:45 am	Tea Break		
11:45 am-12:15 pm	Learning Training Methods <ul style="list-style-type: none"> • Description of learning training methods • Lectures - uses, advantages and disadvantages • Reading material 	Lecture, Group discussion	Flip charts, markers, small cards, role play and copies of case studies
12:15 pm-01:00 pm	Learning Training Methods Practice <ul style="list-style-type: none"> • Field visit; Demonstration; video films etc. 	Lecture, Group discussion	Flip charts, markers, small cards, role play and copies of case studies
01:00 pm-02:00 pm	Lunch Break		
02:00 pm-03:00 pm	Learning Training Methods Structured experience - Small Group Discussion <ul style="list-style-type: none"> • Steps • Uses • Advantages and disadvantages 	Lecture, Group discussion, Demonstration, Consolidation	Flip charts, markers, small cards, role play and copies of case studies
03:00 pm-04:00 pm	Learning Training Methods Case Study <ul style="list-style-type: none"> • Steps • Uses • Advantages and Disadvantages 	Lecture, Group discussion, Demonstration, Consolidation	Flip charts, markers, small cards, role play and copies of case studies
04:00pm-04:15 pm	Tea Break		
04:15 pm-05:15 pm	Learning Training Methods Role Plays and simulation <ul style="list-style-type: none"> • Steps 	Lecture; Group discussion; Demonstration; Consolidation	Flip charts, markers, small cards, role play and simulation exercise briefs

	<ul style="list-style-type: none"> • Uses • Advantages and Disadvantages 		
05:15 pm	Close		
Day 4			
Time	Session	Methodology	Material/Training aids
09:00 am-09:30 am	Recap; Clarification; Reporting team; Announcement	Short lecture and Group discussion	Flip charts/markers
09:30 am-10:30 am	Learning Training Methods Instrument and Games/Ice-breakers: <ul style="list-style-type: none"> • Uses • Advantages and disadvantages 	Lecture, Demo	Flip charts, markers, small cards
10:30 am-11:00 am	Learning Training Methods Video reviews <ul style="list-style-type: none"> • Uses • Advantages and disadvantages 	Lecture, Group discussion	Flip charts, markers, small cards
11:00 am-11:15 am	Tea Break		
11:15 am-12:15 am	Learning Training Methods <ul style="list-style-type: none"> • Debriefing and consolidation • Role of trainer in structured experience 	Lecture, Group discussion	Flip charts, markers
12:15 pm-01:00 pm	Participant prepare for their practice for applying a methodology	Participants will be asked to choose a method for practice and presentation of the same; some participants may like to work in small groups of 2-3	Flip charts, markers, small cards
01:00 pm-02:00 pm	Lunch break		+Participants continue for their presentations.
02:30 pm-04:00 pm	Presentation by participants	Practice by the participants; Observation by others	Flip charts, markers, small cards, Digi-cam
04:00 pm-04:15 pm	Tea Break		
04:15 pm-05:30 pm	Presentation by participants	Practice by the participants, Observation, Feedback	Flip charts, markers, small cards, Digi-cam
05:30 pm	Close		

Day 5			
Time	Session	Methodology	Material/Training aids
09:00 am-09:30 am	Recap; Clarification; reporting team; announcement	Short lecture and Group discussion	Flip charts/markers
09:30 am-11:00 am	EVALUATION <ul style="list-style-type: none"> • Meaning and importance • Characteristics of participatory evaluation • What do we evaluate and how do we evaluate and when do we evaluate • Technique of assessment • Blocks to effective evaluation 	Brain storming, Group discussion, Lecture	Flip charts/markers, reading material and sample formats for participants
11:00 am-11:15 am	Tea break		
11:15 am-12:15 am	Trainer in PT <ul style="list-style-type: none"> • Roles • Responsibilities • Competencies 	Brain storming, Lecture, Group discussion	Flip charts and markers, reading material
12:15 pm-01:00 pm	Management and administration <ul style="list-style-type: none"> • Administrative aspect • Reporting • Follow-up 	Lecture; Group discussion	Flip charts and markers
01:00 pm-02:00 pm	Lunch Break		
02:00 pm-03:00 pm	Trainer in PT Importance of self-development	Lecture	Flip charts and markers
03:00 pm-04:00 pm	Trainer in PT Understanding of self	Lecture	Flip charts and markers,
04:00 pm-04:15 pm	Tea-break		
04:15 pm-05:15 pm	Follow-up and Evaluation of the programme	Short lecture, Group discussion and Filling of format	Flip charts and markers, Copies of evaluation formats for participants
05:15 pm	Vote of thanks and close		

Reference: Designed by PRIA New Delhi for Training of Trainers for the members of PRO-PUBLIC, Nepal 2012

Sample 2

Provincial Level TOT on Strengthening CBOs

Five Day Training Design

Rationale of provincial level TOT

Afghan Aid (AAD) has been engaged in development work in several parts of Afghanistan for about 30 years. AAD implements its project activities through mobilising the local community/reference groups and promoting community based organisations (CBOs). In order to strengthen the functioning of CBOs, AAD intended to train its social organisers in learning participatory training methodologies for enhancing their competencies in participatory approaches.

Training Objective

- To enhance understanding about participatory training.
- To enhance knowledge and skills to become effective trainers.

Participants

The proposed TOT will be attended by 25 participants each at three provincial locations of Ghor, Badakshan and Samanagan in Afghanistan. The social organisers are field based staff working closely with the reference community in supporting their development interventions.

Training Programme Schedule

Day	Time	Topic	Method	Material Required
1	9.00 am	Welcome; Prayer; Introduction; Expectation Mapping and Objective sharing	Lecture; Card sorting; Interactive discussion	Flip chart/white board, markers, coloured cards, pens, writing pads and pens for participants, PPT facilities, reading material
	10.00-11.00 am	Significance of training in our programme	Small group discussion	Flip chart/white board, markers, coloured cards, pens, PPT facilities
	11.00am-12.30pm	Understanding participatory training	Lecture	Flip chart/white board, markers, coloured cards, pens, PPT facilities

	12.30-1.30pm	Lunch Break		
	1.30-3.00 pm	Understanding CBOs as small groups	Buzz group discussion and Lecture	Flip chart/white board, markers, coloured cards, pens, PPT facilities, reading material
2	9.00-9.30 am	Prayer and Recap		Flip chart/white board, markers, coloured cards, pens, PPT facilities, reading material
	9.30-11.00 am	Leadership in CBOs	Role play (3 styles of leadership)	Flip chart/white Board, Markers, coloured cards, pens, PPT facilities, reading material
	11.00 am -12.30 pm	Participation in CBOs	Learning Game (Big and Small Fish)	Flip chart/white board, markers, coloured cards, pens, PPT facilities, reading material
	12.30-1:30pm	Lunch Break		
	1.30-3.00 pm	Decision making in CBOs	Exercise (Parachute)	Flip chart/white board, markers, coloured cards, pens, PPT facilities, reading material
	3.00 – 4.00 pm	Role of CBO Trainer	Buzz group discussion and Lecture	Flip chart/white board, markers, coloured cards, pens, PPT facilities, reading material
3	9.00-9.30 am	Prayer and Recap		Flip chart/white board, markers, coloured cards, pens, PPT facilities
	9.30-10.30 am	Understanding training design	Lecture and Discussion	Flip chart/white board, markers, coloured cards, pens, PPT facilities,
	10.30-11.30 am	Overview of training methods	Lecture and Discussion	Flip chart/white board, markers, coloured cards, pens, PPT facilities
	11.30am-12.30 pm	Experiential learning cycle	Lecture and Discussion	Flip chart/white board, markers, coloured cards, pens, PPT facilities
	12.30-1.30 pm	Lunch Break		
	1.30-2.30 pm	Sharing community level training design	Lecture and Discussion	Flip chart/white board, markers, coloured cards, pens, PPT facilities
	2.30-4.30 pm	Practice session: Preparation time	Participant will choose a	Flip chart/white board, markers, coloured card/pens, PPT facilities,

			method for practice and will prepare for practice session the next day	reading material
4	9.00 am-9.30 am	Prayer and Recap		Flip chart/white board, markers, coloured cards, pens, PPT facilities, and video camera
	9.30 am - 10.30am	Rules and Regulations of CDC: Lecture	Practice session	Flip chart/white board, markers, coloured cards, pens, PPT facilities
	10.30-11.00pm	Feedback	Lecture and Video recording	Flip chart/white board, markers, coloured cards, pens, PPT facilities
	11.00 am -12.00 pm	Effective CDC :Case Study	Practice session	Flip chart/white board, markers, coloured cards, pens, PPT facilities
	12.00-12.30 pm	Feedback	Lecture and video recording	Flip chart/white board, markers, coloured cards, pens, PPT facilities
	12.30-1.30pm	Lunch Break		
	1.30 pm-2.30pm	Effective meeting in CBOs: Role Play	Practice session	Flip chart/white board, markers, coloured cards, pens, PPT facilities
	2.30 pm-3.00pm	Feedback	Lecture and Video recording	Flip chart/white board, markers, coloured card/pens, PPT facilities
	3.00 pm - 4.00pm	Accountability and transparency: small group discussion	Practice session	Flip chart/white board, markers, coloured cards, pens, PPT facilities
	4.00 pm - 4.30 pm	Feedback	Lecture and Video recording	Flip chart/white board, markers, coloured cards pens, PPT facilities
5	9.00 am - 9.30 am	Prayer and Recap	Discussion	Flip chart/white board, markers, coloured cards, pens, PPT facilities, reading material
	9.30 am - 11.00 am	Lecture: Participatory planning	Practice session	Flip chart/white board, markers, coloured card/pens, PPT facilities
	11.00-11.30 am	Feedback	Lecture and Video recording	Flip chart/white board, markers, coloured cards pens, PPT facilities
	11.30am-12.30pm	Role Play: Networking	Practice session	Flip chart/white board, markers, coloured cards, pens, role play brief
	12.30 pm - 1.30 pm	Lunch Break		
	1.30 pm - 2.00pm	Feedback	Lecture and Video recording	Flip chart/white board, markers, PPT facilities

	2.00-4.00 pm	Follow up planning Evaluation	Individual work Oral and filling of format	Flip chart/white board, markers, evaluation formats
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Reference: The design was prepared by PRIA, New Delhi for Afghan Aid, Afghanistan 2011.

Sample Design 3

Training on Self Help Groups (Imaginary)

Rationale

The poor and marginalised, due to their limited income and absence of credit facilities, find it difficult to manage their expenses in relation to the education of their children, health, purchase of seeds etc. The women of the household have to face the brunt of the situation and become indebted to money lenders in the absence of any other supportive structures. Therefore it is essential to create some system in the village/slums/their location where the poor can easily access credit for their immediate needs. It is also important that the system needs to be simple and easily managed by the poor community. Self-help groups (SHGs) play an important role in meeting such needs of the local community. The NGOs working in the area intend to help the community in this field and wish their staff to be trained in SHG management. Once the field workers are trained, they will be able to work closely with the local communities in facilitating their SHGs. The proposed training will contribute in enhancing the capacities of field staff of the NGOs working for the development of poorer communities.

Profile of the participants

The proposed training will be attended by 30 field staff members of the NGOs who are working for the development of very poor/categories under below poverty lines as prescribed by the government in villages or slum areas.

Objective

At the end of this training participants will have a fair understanding about a SHG and its management.

Content

The content has been mentioned in each session, which will help in achieving the objective of the training programmes.

The proposed schedule is given below.

Day 1			
Time	Session	Methodology	Material use
09:00 am - 09:30 am	Registration of the participants		
9:30am -10:00 am	Welcome, Introduction of the participants, Logistic announcement, Expectations of participation	Lecture, Game in dyad; Buzz group and interactive discussion	Flip charts, markers; pads, note books and pens for the participants
10:00 am - 10:15 am	Purpose of the training programme -Understanding about SHGs and their management	Lecture and Interactive group discussion (Trainer/facilitator may develop the purpose/objectives of the programme from the expectations of the participation or else try to relate to the expectations if purpose is already defined. This way ownership of the participants can be established.	
10:15-11:15 am	What is SHG? -Concept of SHGs; -Characteristics of a good SHG, -Needs of SHGs	Lecture, Game and Group discussion	
11:15-11:30 am	Tea/Coffee Break		
11:30- 12:15 pm	Identification of potential member of SHGs -Economic status -Homogeneity -Affinity -Common interest In addition advantages of SHG can be discussed	Short lecture, Small group discussion and then in plenary discussion	
12:15-01:00 pm	Framing rules and regulations of SGHs Objectives; Membership; Saving amount; Meetings; Loans;	Lecture and Group discussion	Flip charts, markers; pictures of people queuing up for a bus, people crossing the

	Election of office bearers etc.		road at a zebra crossing, a school bell being rung
01:00-02:00 pm	Lunch Break		
02:00-03:00 pm	Mobilising and managing SHGs Importance of saving; Encouraging saving; Managing savings	Lecture and Group discussion; some case study can be used here to show the importance of SHG	Flip charts, markers; case study
03:00-03:45 pm	Managing inter-lending in SHGs Credit needs of poorer families; Money lenders are exploitative; Absence of other credit facilities; Alternative channel for accessing credit; Good practices of SHGs	Lecture; Role play to show how to take a loan from a bank, a cooperative and money lender and discuss the implications; Consolidation of role play	Flip charts, markers; role play brief
03:45-04:00 pm	Tea Break		
04:00-05:00 pm	Roles and Responsibilities SHGs members Functioning of SHG; Saving and loans; Record maintenance; Development activities Office bearers Group functioning; Interpersonal relationship; Managing public relation; Capacity building of members; Maintenance of books of account	Lecture and Group discussion	
05:00 pm	Close	The participants can be provided with reading material related to the session	
Day 2			
Time	Session	Methodology	Material use
9:30-10:00 am	Recapitulation of previous day, clarifications and announcement if any	Lecture, Presentation of previous day's report	Flip charts, markers
10:00-11:00 am	Accounts of SHGs Important transactions Receiving savings/refunding saving amount to members who may leave; Giving loans and receiving repayment; Receiving interest on loans; Receiving loans from banks and paying back the loan amount; Paying interest on	Lecture and Group discussion (competent resource person can be engaged for this session)	Flip charts, markers

	bank loans; Receiving grants/donations; Paying for expenses		
11:00-11:15 am	Tea Break		
11:15-12:30 pm	Records and books of accounts necessary for SHGs Membership register; Attendance register; Meeting proceedings; Cash book; Saving & loan ledger; Bank ledger; Group's bank passbook; Individual passbooks	Lecture and group discussion; Some demonstration of books can be given or some practice can be done by the participation (competent resource person can be engaged for this session)	Flip charts, markers; sample books for demonstration
12:30-01:00 pm	Auditing of accounts	Lecture	Flip charts, markers; sample books for demonstration
01:00-02:00 pm	Lunch Break		
02:00-03:30 pm	Establish credit linkage with banks Credit needed, How banks assess SHGs, Bank procedures; Difficulties that SHGs may face when lending; Criteria for lending	Lecture and Group discussion(competent resource person can be engaged for this session)	Flip charts, markers
03:30 pm - 03:45 pm	Tea Break		
03:45-04:15 pm	Evaluation of the training programme	Oral and through format filling	Flip charts, markers; evaluation formats
04:15 pm	Vote of thanks and Close		

(Reference: Adapted from Training Manual for Self-Help Groups for Micro-Enterprise Development, Haryana Community Forestry Project, Haryana Forest Department; http://hcfp.gov.in/downloads/manuals/Training_Manual_on_SHG_For_Micro-Enterprise_Development.pdf)

Sample 4

Orientation of farmers on Watershed Management (Imaginary)

The training is proposed for 30 farmers experiencing water shortage for their livelihood purposes. The training will help villagers understand the importance of watershed management. Objectives of the training

- To provide conceptual understanding and practical skills of watershed management as a means of soil and water conservation.
- To discuss community's role and participation in watershed management.

Duration and Venue: Two days and the training will be conducted at the facility of an NGO which is located near the villages.

Training Schedule

Day 1	Content/Topic	Methodology	Material
9:00 am	Welcome; Introduction; expectations of the participants; Purpose of the training	Buzz group and Lecture	Flip chart, coloured cards, markers, note book and pen for participants
10:30 am	Concept of watershed	Lecture and Group discussion supported with maps/picture	Flip chart, coloured cards, markers, measuring tape, Topo sheets of the area
11:30 am	Exposure to watershed	Participants are taken to nearby watershed to get first hand information about its elements	Note book /pen, measuring tape and other instruments to measure physical structure
2:00 pm	Lunch		
3:00 pm	Relation between development and environment	Screening of short video film, Lecture and Plenary discussion	Flip chart, coloured cards, markers; video film
4:00 pm	Role of community participation in watershed management	Short lecture; Small group discussion; Group presentation and Summarisation	Flip chart, coloured cards, markers
5:30 pm	Close		
Day 2	Content/Topic	Methodology	Material
9:00 am	Recap and clarification	Group discussion	Flip chart, coloured cards, markers
9:30 am	Watershed and stake holder analysis	Short lecture ;Small group discussion and summarisation	
11:30 am	Women and development - women's promotion activities, gender integration	Short lecture; Small group discussion and summarisation	Flip chart, coloured cards, markers
12:30 pm	Participatory monitoring of watershed	Lecture and Discussion	Flip chart, coloured cards, markers

1:30 pm	Lunch		
2:30 pm	Concept, importance, functioning of the forest protection committee	Lecture and Group discussion	Flip chart, coloured cards, markers
4:00 pm	Coordination and liaison with government departments In the context of WSM	Lecture	Flip chart, coloured cards, markers
5:00 pm	Evaluation of the programme	Oral and written	Flip chart, coloured cards, markers
5:30 pm	Close		

Reference: Sample designed developed by PRIA, New Delhi 2012

Sample 5

ORIENTATION OF FUNCTIONARIES ON PANCHAYATI RAJ INSTITUTION (LOCAL SELF GOVERNANCE) AND GRASSROOTS DEVELOPMENT PLANNING

Objectives

1. To make the sarpanches (elected heads of village council) understand the potential of the 73rd and 74th Constitutional Amendments towards building a society on principles of governance
2. To develop skill among the sarpanches (elected heads of village council)on practicing self-governance and grass roots development

Time	Main content	Methodology
Day 1		
Afternoon	Introduction Context 73rd and 74th Constitutional Amendments new roles, opportunities and challenges	Input through lecture Group discussion Plenary consolidation
Day 2 Morning	Local self governance - Salient features - Participation - Civil Power v/s State Power - Autonomy - Dynamic	Case Analysis
Day 2 Afternoon	Awareness building on hurdles to self governance	Simulation analysis

Day 3 Morning	Bottom up planning (micro planning) - Need based - Social justice - Locally managed and controlled	Case analysis from NGOs: 1. Amodrapal (VIKSAT) 2. Urmul Trust- Fodder Security System 3. Land Management (AKRSP, Bharuch) 4. Rural Poverty Programme (ASAG, Bharuch)
Day 3 Afternoon	Steps in micro planning and Methods - feasible	Input and exercise
Day 4	Data collection for micro planning and how to analyse the data for planning	Input, field exercise, Class room exercise
Day 5 Morning	Data collection for micro planning and how to analyse the data for planning	Input, field exercise, Class room exercise
Day 5 Afternoon	Skill building on micro planning (Preparation of a micro plan)	Exercise
Day 6 Morning	Presentation of micro plan and checking it as per the stated principles, evaluation, follow up	Exercise

Designed by: UNNATI, Ahmedabad

Source: In Pursuit of Local Self Governance, PRIA, Delhi, India, 1994

Game/Exercise

Sample 1

WHO AM I?

Objectives

This exercise helps to promote the participants' self-awareness and confidence in expressing themselves. In many of the later meetings, participants will think about knowing themselves better and what is important to them. They identify many different parts of themselves or "roles."

Time: 30 minutes

Materials: Newsprint and felt tip pens (or blackboard and chalk)

Process

1. To start, explain to the participants that they will be thinking about themselves and what is important to them. We need to know ourselves before we can solve our problems.
2. Tell the women that they are going to play a game called 'Who Am I?'
3. Divide the women into groups of five or six members. Meet separately with each group and instruct the group to think of all the possible things that they "are". Explain that the teams will then compete to see which team thought of the most. Take about five minutes for this step. (Some examples of "Who am I?" The options are: mother, wife, sister, teacher, nurse, aunt, member of a certain association, farmer, seller, etc. The responses do not have to be formal "jobs," but "roles" that the women play in their lives.)
4. Now, start with the first member of the first team, and write her answer on the paper. For preliterate groups, draw a stick figure or symbol. (Note: To increase excitement, each item can be on only one list)
5. Record the responses of a member of each team in turn. After every one has responded, begin again with the first person. When the teams have no more answers, the team with the longest newsprint list is the "winner". But explain that they are all really "winners". They had a good time and found out more about themselves!
6. Your job in the discussion is to guide the participants in examining what they do and how they live. Here are some questions to use:
 - Which of these parts of yourself or "roles" did you choose yourself?
 - Which was in some way given to you?
 - What are some of the things you do in your different roles?
 - Which roles do you like? Why? Which don't you like? Why not? Could you change these things?
 - Are there some things that you would like to do or be that are not on the lists? How could you do or be these things?

Source: A MANUAL FOR PARTICIPATORY TRAINING METHODOLOGY IN DEVELOPMENT, PRIA, NEW DELHI 2011

Sample 2

ADVANTAGES OF GROUPS

'MEMORY GAME'

Purpose

The first part of this meeting shows the advantages of cooperative group action over individual action. The activity helps participants think about the value of working as a group. A group can often accomplish a task more quickly and effectively than an individual can.

Materials

A bag containing about 20 local objects (such as articles of clothing, utensils, thread, a stone, and so on)

Two posters: A woman visiting an office alone and women visiting an office together (Make your own posters)

Time: 45 minutes

Steps

1. Begin by saying that you would like everyone to play a “memory game”. Do not tell participants the purpose of the game. Dump all the objects from the bag onto a table. Tell participants that everyone should try to remember all the objects as you put them back in the bag. Put these objects in the bag one at a time. When you put each object in the bag, say what it is. Give participants a chance to look at it, but, do not go too slowly.
2. When all the objects are in the bag, explain that one individual alone will try to remember the objects and the other group members together will try to remember the objects. Explain that this is not a competition, but it will be interesting to compare the results of the individual efforts and group effort. Ask for one volunteer who will try to remember the objects on her own.
3. Meet with the volunteer and write down her list. Then, meet with the other group members and write down their lists. The volunteer and the group should be far enough apart so they cannot hear each other. For literate groups, write the lists on newsprint so they can be compared.
4. Bring the individual back to the group. Read her list first. For literate groups, post the newsprint. For pre-literate groups, take the objects from the bag as you read the list. Then, read the group’s list. Make sure to compliment the volunteer for her contribution. In almost all cases, groups will do better than individuals on this task, so she should not feel that she has failed.
5. Discuss the results of the “memory game”. The difference between the two lists should be clear, unless the volunteer had a very, very good memory. Encourage the participants to think about why the group list was longer. What does this tell them about the strengths of groups?
 - Compare the two lists. Which is longer? (If the individual and group lists are almost the same, point out how unusual this is and how groups usually tend to remember more.)
 - Why was the group able to complete the task better than the individual? What strengths do groups have that individuals do not have?
 - Show the two posters. How would you compare the two pictures? Who do you think will be more effective? Why?
 - Think about your own life. What could you do better as a member of the group than as an individual?

6. If your group has completed the previous four meetings on “Women and Work”, also ask:
- What ideas did the game give us about cooperative work activities?

Ideas to take home

Summarise some of the advantages and strengths of “working as a group” which the participants identified. Note that groups can have disadvantages, too. Sometimes groups are ineffective because members do not know how to work together. However, group activity is important in all our lives. We can use it to accomplish goals and to solve problems. The next activity will help participants improve their skills so that they can be effective group members.

Reference: A MANUAL FOR PARTICIPATORY TRAINING METHODOLOGY IN DEVELOPMENT, PRIA, NEW DELHI 2011

Sample 3

BROKEN SQUARES

Objectives

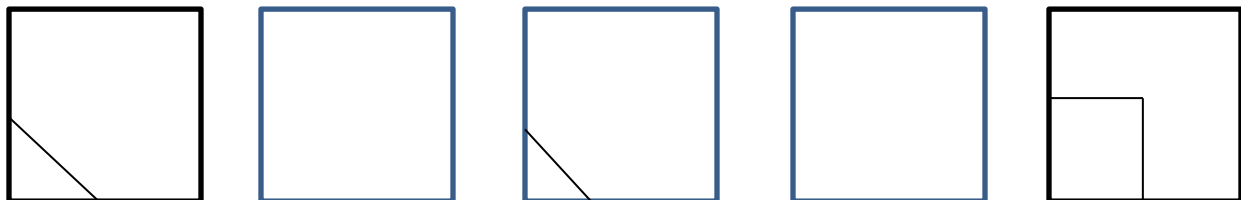
To involve participants in an activity in which they can experience the dynamics of communication and cooperation.

To help them see the importance of cooperation in order for a group to carry out a task and / or achieve a goal.

Time: 45 minutes

Materials

One set of broken squares for each team of five (Bristol board, 5” x 5”), rules of the game on newsprint or chalkboard.



Method

1. Divide the participants into teams of five players, and assign at least one observer to each team.

2. Introduce the activity by explaining that the game they are about to play is a learning experience that will be discussed later.
3. Mix each set of 15 pieces, and distribute three pieces at random to each of the five players in each team.
4. Tell the teams: “Each member of your team has three pieces of paper. When I say ‘begin’, the task before the five of you is to form five perfect squares. Your task will not be complete until each of you has in front of you a perfect square of the same size as those of the other four players.

Here are the rules of the game.

- No team member may speak.
 - Team members may not signal others to give them a piece.
 - Members may, however, give pieces of paper to other team players.
 - The observer for each team will watch to make sure that the team members observe the rules.
5. Tell the teams to begin. (Allow 20 minutes)
 6. At the end of the allotted period show those players who have been unable to complete the task how to form the five squares.
 7. Let the observers lead a discussion about the activity:
 - Who was willing to give away pieces of the puzzle?
 - Did anyone finish his or her puzzle and then separate from the rest of the group?
 - Was there anyone who continually struggled with the pieces, but was unwilling to give any or all of them away?
 - Was anyone in the group frustrated?
 - Was there any critical point when the group began to cooperate?
 - Did anyone try to break the rules by talking or pointing?

Reference: A MANUAL FOR PARTICIPATORY TRAINING METHODOLOGY IN DEVELOPMENT, PRIA, NEW DELHI 2011

Sample 4

CASE STUDY

Brief

In a small village, a body of a woman was discovered in the fields. She had been raped and then murdered. A complaint was made to the local police station. A few days later, a poor farmer was arrested on charges of the woman's murder. He denied any knowledge of the same. He was given not given a hearing and no one listened to him.

The women in the village had found out that the village's moneylender was the culprit. A small group of women went to meet the police officer and put forth their complaints and also told him about the harassment they were being subjected to by the moneylender and his gang. Their voices went unheard. Days passed. The women's group became stronger and more vociferous. Small meetings were held at different corners in the village. They sought to gather support from the women in the nearby villages. With this massive display of support, they pressurised the local authorities to take stern action against the culprits. Faced with this onslaught, the authorities had no alternative but to succumb to the pressure and bring the culprits to book. The innocent farmer was also released.

Discussion

- i. What are the salient features of this case study?
- ii. What were the significant actions taken and what were the consequences of these actions?
- iii. What are the implications of power and authority operating upon poor villagers?
- iv. Could the situation be handled any other way?
- v. How do we handle similar situations in real life?

Source: A MANUAL FOR PARTICIPATORY TRAINING METHODOLOGY IN DEVELOPMENT, PRIA, NEW DELHI 2011

Sample 5

ROLE PLAY

Objective: To demonstrate the evils of alcoholism and its effects on the family.

Time: 45 minutes - 1 hour

Process

1. Eight trainees volunteer to participate.
2. Explain their roles to them in the room.
3. The various roles are:

- Drunk husband
- Harassed wife
- Crying children
- Local liquor vendor
- Neighbour - a woman and her husband (who is non-alcoholic and works in a factory).

4. Briefly explain to them what they should exhibit in their roles.
5. Role-play for 10 to 15 minutes.
6. The other members of the groups would be observers. If they wish they can take down notes.
7. De-briefing session.

To the observers:

1. What happened during the role play?
2. What struck you about the relationships that were exhibited?
3. How were the different situations handled?
4. Could it have been done differently?

To the actors:

1. What did you feel about the role you played?
2. What were your reactions to particular situations? Why?

Source: A MANUAL FOR PARTICIPATORY TRAINING METHODOLOGY IN DEVELOPMENT, PRIA, NEW DELHI 2011