



ACTIVE LEARNING

WORKSHOP

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ACTIVE LEARNING WORKSHOP:

APPLYING ADULT EDUCATION METHODS IN COMMUNITY-BASED EDUCATIONAL SETTINGS

People learn best when they are continually involved in their educational experience. Consequently, any subject matter can be taught with positive results when adult education methodology is incorporated in the lesson design.

The ACTIVE LEARNING WORKSHOP is a 2 ½ hour seminar for equipping community and medical educators with basic knowledge of adult education and lesson guidelines for their own successful teaching experiences.

WORKSHOP INSTRUCTORS include health trainers, supervisors and coordinators of Community Health Workers, and medical staff.

WORKSHOP PARTICIPANTS include Community Health Workers, community volunteers, medical staff, and anyone who educates or counsels patients and community members.

Those who utilize the Active Learning Workshop materials are invited to comment on their experiences. Please contact Susan G. Landgren, MS, RDN, sglandgren@gmail.com.

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ACTIVE LEARNING WORKSHOP

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ACTIVE LEARNING WORKSHOP

Adult Education Principles applied to Community-Based Education

OBJECTIVES:

1. Learners will understand and demonstrate adult education principles as applied to health messages.
2. Learners will know and practice participatory methods of teaching through Active Thinking and Group Activities.
3. Learners will know, plan, and practice the basic elements of effective lessons as applied to health messages.

HANDOUT MATERIALS:

1. Principles of Adult Learning
2. Active Learning
3. Planning a Community Health Lesson

TIME: 2 hours, 15-30 minutes

- | | |
|--|-------------------------------------|
| • Introduction, Agenda, & Icebreaker | 15 minutes, longer if a large group |
| • Part 1: How Adults Learn | 20 minutes |
| ---Stretch Break --- | 2-3 minutes |
| • Part 2: Active Learning | 30 minutes |
| --- Break --- | 10 minutes |
| • Part 3: Planning an Effective Community Lesson | 45-60 minutes |
| • Summary (Application) | 15 minutes |

LESSON PLAN

LESSON INFORMATION

<p>INTRODUCTIONS</p> <ul style="list-style-type: none"> • Greet the learners. Introduce yourself. Tell them that you appreciate their participation today. • Ask learners to introduce themselves. 	
<p>ICEBREAKER ACTIVITY</p> <ul style="list-style-type: none"> • When they introduce themselves, ask learners to share a special interest with the group. 	
<p>AGENDA</p> <ul style="list-style-type: none"> • You can be a successful teacher if you combine knowledge of any topic PLUS <ul style="list-style-type: none"> ✓ Adult Learning Principles <i>with</i> ✓ Types of Active Learning <i>applied to</i> ✓ Basic Elements of a Lesson Plan 	<ul style="list-style-type: none"> • Write on a board or paper the AGENDA: <ul style="list-style-type: none"> ○ <u>How Adults Learn Best</u> Stretch Break ○ <u>Active Learning</u> Break ○ <u>Planning a Community Health Lesson</u> ○ <u>Summary</u> ○ <u>Evaluation</u> of today's training

<p>Part 1: HOW ADULTS LEARN BEST</p> <ul style="list-style-type: none"> • Everyone think of a learning experience (ex: classroom, community meeting) that was very positive, where you learned a lot? • Now everyone think of a learning experience that was not positive – maybe you were bored or felt negatively about it? • What made the difference between the two experiences? Why was one lesson positive and why was the other negative? • Turn and tell your neighbor of your positive and negative experiences. • Please share with the group. <ul style="list-style-type: none"> • Going around the room, each person please read one of the <u>Principles</u> on the handout on <u>Principles of Adult Learning</u>. • Which <u>Principles</u> have we listed on our board/paper? Are you using some of these <u>Principles</u> now in your lessons? Which ones? <p>Summary</p> <ul style="list-style-type: none"> • From this list and from your experiences, summarize how adults learn best. 	<ul style="list-style-type: none"> • In pairs, learners tell each other of their experiences. • Going around the room, learners share their experiences. Ask one person to summarize comments in two columns on the board/paper: <ul style="list-style-type: none"> ○ What made learning positive (interesting/meaningful) ○ What made learning negative (boring/ not meaningful) • Pass out the <u>Principles of Adult Learning</u> handout. • Underline each <u>Principle</u> that corresponds to the positive experiences. Star <u>Principles</u> that they are already using. • Ask for volunteers to summarize the main points in their own words.
<p style="text-align: center;">! STRETCH BREAK!</p> <p>Raise your hand if you think that it is important to take regular breaks every hour of a lesson! This time, we will take a “stretch break” for a few minutes, standing up from your seat.</p>	<p style="text-align: center;">! STRETCH BREAK!</p> <p>Yes! Regular breaks help refresh learners so that they can stay interested in the training.</p> <p>Lead the learners in arm and shoulder stretches.</p>
<p>Part 2: ACTIVE LEARNING</p> <ul style="list-style-type: none"> • As we’ve seen, adults like to learn by being actively involved. Can someone read the key phrase on the <u>Active Learning</u> handout? • In your experience, what do you think of the 20-40-80% prediction of learning? 	<ul style="list-style-type: none"> • Pass out the <u>Active Learning</u> handout. Ask for a volunteer to read the 20-40-80% statement. • Go around the room and ask learners to contribute their perceptions and experiences. <p><u>Main Point: When people are involved with their learning by hearing, seeing, and doing, they are more likely to remember and succeed in changing habits.</u></p>

A. ACTIVE THINKING

- How many of you find that your mind wanders during a talk? Raise your hands Yes or No.
- To keep your learners minds on the topic, change the lesson every 5-10 minutes with a question, activity, picture, or with humor
- Read over the suggestions in the handout under “Active Thinking”.
- In groups of three, discuss :
 - Which of these have we used in our lesson already?
 - Other ideas and questions to keep learners’ attention.
 - One person from each small group please share with the entire group.

B. ACTIVITIES

- How many of you enjoy a lesson more, and feel that you have learned more when you are involved in an activity?
Raise your hands Yes or No.
- Form new groups of 3-4 people. Review the “Group Activities” listed in the handout.
 - Which of these activities do you have experience with, as a learner or as the one planning the lesson?
 - Which ones were positive experiences? Why?
 - Which ones were not good experiences? Why? How could the activity to make it more effective?
 - One person in each group please summarize your discussion to the entire group.
- If some “Activities” are not included, ask: can you see yourself trying ____? Why or why not? How could these be done?

Summary

- Everyone think of
 - One or more “Thinking Activities” and
 - One or more “Activities” that they could use in a lesson that they teach now or have taught..
 - Turn and tell their neighbor
 - Everyone please share their ideas.

- Tip: Give a personal example: thinking of a problem with their child, what they need to shop for....
- The brain gets tired and wanders every 10-15 minutes. Do something different to bring their attention back to the lesson.

- Ask one person to briefly list on the board/paper:
 - “Active Thinking” ideas that we have used in the lesson.
 - Their other ideas and suggestions.

- By planning group activities, learners will be sure to “hear, see, and do” the lesson.

- Ask one person to make list in 3 columns:
 - Positive group activities
 - Negative group activities
 - How activities could be improved.Ask one person to summarize the list, relating the main points to the “Activities” on the handout.

- Example: if no one has tried Role Playing or Story-telling, why not? How could this be done?

<p style="text-align: center;">!! BREAK !!</p> <p>Let's take a 10 minute break. Please be back here at <u>(name a specific time)</u></p>	<p style="text-align: center;">!!BREAK!!</p> <p>Be sure that learners know when the lesson will begin again, and where they can find restrooms, water, and other beverages.</p>
<p>PART 3: PLANNING AN EFFECTIVE COMMUNITY HEALTH LESSON</p> <ul style="list-style-type: none"> • We have talked over <ul style="list-style-type: none"> ○ How adults learn well and ○ Ways to actively involve them in learning. <p>Now, it's time to put those two concepts together to create an effective lesson!</p> • Introductions & Icebreaker <ul style="list-style-type: none"> ○ What was the Icebreaker activity that we used today? ○ Turn to your neighbor and think of 1-2 other Icebreaker activities that you have experience with or can think of? ○ One of you please share your ideas with the group. <p>These are great ideas! When you think of an Icebreaker activity, be sensitive to your learners' cultural, social, and economical lives.</p> • Agenda <ul style="list-style-type: none"> ○ List the lesson's Agenda on paper or a board. Keep it in view for the whole lesson. • The Lesson <ul style="list-style-type: none"> ○ <u>Teach to the goals of the Lesson!</u> Everyone think: why this is so important? Please share your ideas. <p>Yes – it is too easy to start teaching topics that are not really related. For example. If I want to teach “how to tie a shoe”, I should teach that. But, if I start talking about the types or the colors of shoelaces, what might people remember? The different types or colors of shoelaces, instead!</p> <ul style="list-style-type: none"> ○ <u>Plan to involve learners</u> Plan at least one “Thinking Activities” and one “Activity” for every lesson. <p>For example, if you are teaching “how to tie a shoe”, what is a “Thinking Activity” that you could use? What is an “Activity” that you could do?</p> <p>Turn and discuss this with your neighbor. Now, everyone please share their ideas.</p> 	<ul style="list-style-type: none"> • Pass out the Planning a <u>Community Health Lesson</u> handout. • Introductions & Icebreaker <ul style="list-style-type: none"> ○ Ask one person to briefly list the ideas on the board/paper. • Agenda <ul style="list-style-type: none"> ○ Use this Training's Agenda as an example. • The Lesson <ul style="list-style-type: none"> ○ <u>Teach to the goals of the lesson!</u> <p>Be prepared to use an example like “tying a shoelace” throughout this part of the lesson. Or, use another example common to everyone.</p> <ul style="list-style-type: none"> ○ <u>Plan to involve learners.</u> Refer to the <u>Active Learning</u> handout. <p>Use the “tying a shoelace” or their own example.</p> <p>Note: Everyone has good ideas to share that would be effective. Talk with each other about teaching plans/ideas – what works and doesn't work well?</p>

<ul style="list-style-type: none"> • Application <ul style="list-style-type: none"> ○ Ask learners : <ul style="list-style-type: none"> <u>HOW</u> will they <u>USE</u> the information? <u>What CHANGES</u> can they make? <u>HOW</u> can they <u>SHARE</u> the information? <p>For example, ask:</p> <p>How many of you will tie your shoe in this easier way now?</p> <p>Will you be sharing this new way of tying your shoe with others?</p>	<ul style="list-style-type: none"> • Application <ul style="list-style-type: none"> ○ <u>Application is a critical part of a lesson. It is important that learners identify and state:</u> <ul style="list-style-type: none"> <u>HOW</u> they will <u>USE</u> the information <u>HOW</u> they can <u>CHANGE</u> habits or their lifestyle. <u>HOW</u> they can <u>SHARE</u> the information.
<ul style="list-style-type: none"> • Summary & Conclusion <ul style="list-style-type: none"> ○ To <u>summarize</u> today’s lessons, ask learners to brainstorm the main points: <ul style="list-style-type: none"> <u>WHAT</u> did they <u>learn</u> that was important to them? To their families? <u>HOW</u> will it <u>benefit</u> them? ○ <u>Conclusion</u> <u>THANK</u> the learners for coming, for their participation today <u>POSITIVE FEEDBACK</u> – Tell them that you believe that they can be/will be successful in making the changes that they have identified. 	<ul style="list-style-type: none"> • Summary & Conclusion <ul style="list-style-type: none"> ○ <u>Summarizing the main points helps the learners to form a “picture” of the lesson and it’s benefits to them.</u> <p>Brainstorming: Ask one person to briefly list their comments on the board/paper.</p> ○ <u>Conclusion</u> <u>ALWAYS APPRECIATE your learners</u> <p><u>Learners are more likely to make successful changes if a teacher TELLS them that they LEARN WELL and they CAN BE SUCCESSFUL.</u></p>

PRINCIPLES OF ADULT LEARNING

ADULTS LEARN BEST WHEN THE FOLLOWING PRINCIPLES ARE FOLLOWED:

- **Respect** – Adults must feel respected and feel like equals.
- **Affirmation** –They receive praise, even for small attempts.
- **Safety and comfort** –They feel safe and comfortable in order to participate and learn. It is important that they know that their ideas and contributions will not be ridiculed or belittled. Help them to feel comfortable making mistakes.
- **Experience** – Adults learn best by relating their own knowledge and experiences to the lesson.
- **Relevance** – Learning must meet the real-life needs of adults for their families and work life. They must be able to apply their new knowledge immediately .
- **Dialogue** – Adults learn best through through dialogue with the teacher and each other. Adults have enough life experience to dialogue with any teacher and with each other about any subject. They will learn best if encouraged to share or use that life experience.
- **Engagement** – Adult students must engage with the material through active dialogue, discussion, and learning from each other.
- **20-40-80 Rule** – Adult students typically remember 20% of what they hear, 40% of what they hear and see, and 80% of what they hear, see, and do.
- **Thinking, feeling, and acting** – Learning is more effective when it involves thinking, feeling (emotions), and also acting (doing).
- **Teamwork** - Help people learn from each other and solve problems together. This makes learning easier to apply to real life where we often have to function as part of a team.
- **Positive Feedback** – Provide learners with on-going and constructive feedback on what areas he or she is strong in and which need further development; as well as concrete suggestions for improvement.
- **Accountability** - Be sure that that learners understand and know how to put into practice what they have learned but the trainer or facilitator cannot learn for them. That responsibility is the learners.

ACTIVE LEARNING

Involving people in lessons encourages them to learn better and want to learn more. Typically, people learn and remember 20% of what they hear; 40% of what they hear and see; and 80% of what they hear, see, and do.

ACTIVE THINKING – Encourage participants to keep their minds on the lesson by asking them questions or simple request.

Examples:

“Have you ever _____?”

“Everyone think of _____”

“Turn and tell your neighbor _____”

“Raise your hand YES or NO if you have ever _____”

GROUP ACTIVITIES

Plan a least one GROUP ACTIVITY for every lesson.

For the following GROUP ACTIVITIES, clearly explain the directions – what is going to be happening and why.

Ask that each person participate.

Remind the group that every person’s ideas are important and should be respected.

Remember to recognize participants’ ideas with positive comments and praise.

- **BRAINSTORMING** – Everyone makes suggestions to solve a “problem” or to develop ideas. Divide the group into several small groups (3-6 people). If the group is small, brainstorm as one group. If possible, make a list of the suggested ideas on
- **GROUP DISCUSSION** - Everyone is asked to contribute at least one idea to the discussion. If possible, make a list of the suggested ideas on (large) paper.
- **SMALL GROUP DISCUSSION** – If there are more than 12 participants, divide them into smaller groups of 4-6 people/group. If possible, make a list of the suggested ideas on (large) paper. One person from each group shares that group’s suggestions with everyone.
- **GROUP ACTIVITY or DEMONSTRATION** – Show the group how to do _____. Then ask participant(s) to volunteer to repeat the activity or demonstration.
- **ROLE PLAYING** – Ask two participants to read the parts of a small “play”. Give them time to prepare their roles. Role plays can be used to introduce a lesson or as part of the lesson to generate a group discussion.

- **STORY-TELLING (or Case Study)**– Tell the group a short story that illustrates the topic. As a role play, stories can introduce a lesson or be part of a lesson to generate group discussion.
- **GAMES** – Think of common games that people enjoy. How can you change the game into one that uses your topic, instead?
- **PEER TEACHING** – Participants take turns demonstrating how to do something.
This is more effective if 2-3 participants practice with each other.
People may feel uncomfortable demonstrating in front of a large group.

PLANNING A COMMUNITY HEALTH LESSON

BEFORE THE LESSON:

- Review Adult Learning Principles.
- Know the information well.
- Plan the lesson, using the ideas in the Active Learning list (see below).
- Gather and prepare materials that will be needed.

PLANNING THE LESSON:

1. Introductions, Ice breaker activity

2. Agenda –

- Share the purpose of the class and the agenda.
- Clearly explain the goal(s) of the lesson. The participants will want to know why are they here and what can they learn today to benefit them.

3. The Lesson –

- Teach to the goals of the lesson.
- Plan how to involve participants as much as possible.
Remember the 20-40-80 Rule!

Use methods from the Active Learning list:

- Active Thinking
 - Brainstorming
 - Group Discussions
 - Small Group Discussions
 - Group Activities or Demonstrations
 - Role Playing
 - Story Telling, Games
 - Peer Teaching
- Give examples to clarify information and in your instructions for activities.
 - Ask participants what questions they have over the topic. If you are teaching several topics, ask them if they have questions after each subject.
 - Give participants positive comments and praise for their ideas and participation, throughout the lesson.

4.) Application –

- Ask them how they can use the information in their lives.

Suggested questions are:

- “what are 1 or 2 changes that you can make?”
- “How will you use this information in your daily life?”
- “Can you see yourself doing _____?” .

5.) Ending the Lesson –

- Summarize the main points.
- Tell them that you believe that they understand the topic and can be successful in making positive changes.
- Thank them for coming to the lesson.

TIPS:

- **Always be respectful and treat the participants equally.**
- **Be positive, enthusiastic!**
- **Listen to what the participants tell you in words and their body language (are they comfortable or uncomfortable in the meeting? Are they getting bored?)**
- **Expect the unexpected – be flexible!**