

# Teaching Methods and Materials

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# Teaching Methods

## Teaching method-

- The way in which messages are conveyed.
- It ranges from what is heard to what is seen and done

## Teaching methods can be:

### A. Formal presentation method

- lecture/speech
- Dialogue
- colloquy
- forum
- symposium
- panel discussion

### B. Group discussion

- Buzz group, work shop, conference/seminar, brain storming and role play

# A. FORMAL PRESENTATION METHODS

## 1. Lecture (speech)

- It is an oral presentation.
- The speaker has to be conversant with the subject.
- He has to organize his thoughts and ideas.
- It is a simple and quick traditional way of presenting the materials.
- Lecturer or speaker can prepare the talk in a logical fashion and can talk uninterruptedly.

## ...cont

- As far as the audience is concerned lecture has advantages as well as disadvantages.
  - ✓ They have to be passive listeners, no need to read.
  - ✓ They can take notes if they want.
  - ✓ If the speaker is not impressive and effective the listeners will get bored, sleepy, distracted.
  - ✓ The lecture method is more advantageous to a mature group than to an immature group.

## **Strengths:**

- Efficient
- Good for introduction
- Presents factual material in direct, logical manner
- Contains experience which inspires
- Stimulates thinking to open discussion
- Useful for large groups

## **Limitations:**

- Ineffective
- Audience is passive
- Experts are not always good teachers
- Learning is difficult to gauge
- Communication in one way

## 2. Dialogue

- ✓ Two persons with expertise carry out a discussion or dialogue between themselves in front of the audience for the purpose of educating them.
- ✓ It is easy to arrange and carry out.
- ✓ Since two persons take responsibilities there is likelihood of greater interest generated.
- ✓ Care should be taken to see that the discussion does not deviate from the subject.
- ✓ Dialogue is also applicable to a more matured group.

### 3. Symposium

- ✓ This is a lecture in one form but the difference is that different speakers are asked to give a lecture on the same subject on a particular aspect of the subject.
- ✓ Because of the variety of speakers it is more interesting than the lecture.
- ✓ The symposium does not allow or give any scope for audience participation and feedback.
- ✓ Symposium is of particular application to a mature group who has the listening attitude and the capacity to appreciate the different aspects of the subject by listening.

## 4. Panel discussion

- A small group of persons get around the table in the presence of the audience and discuss among themselves.
- The panel members have specialized knowledge.
- In a panel discussion there is no scope for the audience to participate and the audience appreciates by listening..
- If there is an arrangement by which the audience can be allowed to throw questions or comments towards the end then it becomes panel discussion forum.



# 5. Colloquy

- ✓ A few members from the audience are made to stimulate discussion by presenting the problems or raising questions.
- ✓ A group of experts on the stage give their comments and answers on the various aspects.
- ✓ useful when there are specific problems to be discussed for solution.
- ✓ One of the experts acts as a moderator and conducts the discussion.
- ✓ Its effectiveness will depend on the efficiency of the moderator.

## ...Cont

- ✓ The advantage of colloquy is the direct audience representation and participation.
- ✓ It provides opportunities to extract information from experts.
- ✓ If the problems were controversial in nature the experts would be able to pinpoint the solutions within the available time for discussion.

## 6. Forum

- ✓ The forum can be arranged at the end of the panel discussion, symposium or lecture.
- ✓ If it is desired to give opportunity to the audience to participate by raising questions, doubts, etc.
- ✓ It is a good feedback mechanism.

# B. GROUP DISCUSSIONS

## 1. Small group discussion

- ✓ It is the most commonly employed method.
- ✓ It is a valuable educational method because the participants are given equal chance to express freely and exchange ideas.

### **Strengths:**

- ✓ Pools ideas and experiences from group
- ✓ Effective after a presentation, film or experience that needs to be analyzed
- ✓ allows everyone to participate in an active process

## **Limitations:**

- ✓ Not practical with more than 20 people
- ✓ Few people can dominate
- ✓ Others may not participate
- ✓ Is time consuming
- ✓ Can get off the track

## 2. Buzz group or Buzz session

- A large group is divided into small groups, or not more than 10 or 12 people in each small group.
- The different groups are either allotted different specific problems or the same problem is allotted for all.
- The whole group is reconvened and the reports of the large group will report their findings and recommendations.

### 3. Workshop

- ❑ A large number of people belonging to a particular or discipline or allied disciplines collect together to take up specific issues and problems for making recommendation for future action.
- ❑ The methodology of working is very similar to Buzz session but the workshop generally extends for the period of few days (usually a week's time).
- ❑ Experts, advisors, and speakers are employed to guide the group.
- ❑ In the buzz session there are no advisors except the guide of the entire group.

## ...Cont

- ❑ Workshop is mostly applicable for people with previous experience on subjects and is more relevant to departments and institutions, etc., than in community groups.
- ❑ Workshops help in evolving policies, programs and methodologies.



# 4. Seminar

- These are large groups convened amongst persons with common or allied disciplines and interests
- Seminars are usually with reference to educational institutions
- High levels of academic discussions
- The technique for the discussion may be around a big table or panel discussion, symposium, etc.
- The purpose is to study a subject matter by a group of persons under the leadership of experts in the field.
- Frequently are associated with research.

# 5. Brainstorming

- Modern way of eliciting ideas from participants
- Free scope is given to the mind
- Ideas are pooled and ranked

# 6.Demonstration

Two educational methods of demonstration.

- 1. *Method demonstration***:- the demonstrator demonstrates the actual process of doing a particular activity.
- 2. *Result demonstration***:- the ultimate results or any useful procedure are shown to the trainees.

# Demonstration...

- ❑ In between there can also be a method of *learning by doing*.
- ❑ To start with the teacher can demonstrate a method and later the learner or trainee can practice this method and appreciate for self the results.
- ❑ Method or result demonstration has got a special value in community education for introduction of innovative ideas and practice.
- ❑ Both the methods help the learner not only to learn how things can be done but also to feel assured or convinced about the result.

- The following concept is derived from the Chinese proverb

- If I hear, I forget → symbols

- If I see, I remember → visuals

- If I do, I know → experience

Note that,

- You remember 20% of what you hear
- You remember 50% of what you hear and see
- You remember 90% of what you hear, see and do and with repetition close to 100% is remembered.

## **Purpose**

- Help people learn new skills e.g. ORS preparation, how to use condom, etc.

## **Group size**

- Demonstration can be used with individuals and small groups.
- If the group is too large, members will not get a chance to practice the skills and ask questions.

## **For effective demonstration**

- It must be realistic.
- It should fit with the local culture.
- Use familiar materials.
- Have enough materials for every one to practice.

***Space-***adequate space is needed for every one to see or practice.

***Time-***choose convenient and enough time for every one.  
Do not rush.

***Checking-***check that every one can practice the skill.



## **Holding the demonstration**

- The demonstration by itself has four steps
  - Explain the ideas and skills that you will be demonstrating.
  - Do the demonstration..
    - Give an explanation as you go along.
    - Do one step at a time
  - Ask one person to repeat the demonstration.
  - Give every one chance to practice

# Role-play

- A role-play is a spontaneous and/or unrehearsed acting out of real-life situations. A script is not necessary.
- It is a very direct way of learning; you are given a role or character and have to think and speak immediately with out detailed planning.
- Learning takes place through active experience; it is not passive. It uses situations that the members of the group are likely to find themselves during their lives

- In a role-play people volunteer to play the parts in natural way.
- Other people watch carefully and may offer suggestions to the players and some of these watching may decide to join into the play.

## *Examples of role-play*

- *Ask a person to get into a wheel chair and move around a building to develop a understanding of what it feels to be disabled.*
- *Ask a man to act out the role of woman such as pregnancy to develop an understanding of the difficulties that they face in putting our health education program*

## Purpose

- By acting out real-life situation,
  - People can better understand their problem and the behavior associated with the problem
- Explore ways of improving relationships with other people and gaining people support (cooperation) to do some thing.
- To give people experiences in communication, planning and decision making.
  - E.g. to practice a particular events such as counseling, meeting or interview.

- To develop empathy.
- To develop sympathy to the points of view of other people.
- Finally, it helps people to reconsider their values and attitude

## **Group size**

- Usually done with small group, 2-3 people
  - e.g. a health worker and 1 or 2 other people.
- Can also be done with 1 individual.
  - e.g. the health worker may ask a person who come in private to act out his own situation.

## **For a good role-play**

- Have a relaxed atmosphere
- Make members of the group know each other.
- Make sure every one understands the purpose of the play.
- Select 2-3 volunteer/not embarrassed people.
- Involve every one.
- Remind them they are playing only roles.
- Give clear instruction, what they have to do.
- Allow time for discussion.



- **Ideal time requirement for a role play**
  - Few minutes for instruction and 5-10 minutes for them to plan & think
  - A role play should last about 20 minutes
  - Allow to continue or to repeat the play if the audience is interested.
- **Stop the play if:**
  - The players have solved the problem that is presented.
  - The players are confused and can't solve their problems.
  - The audience look bored.
- Allow another 20-30 minutes for discussion

- N.B. this is the ideal time requirement but a role-play may range from 10 minutes to an extended session lasting the whole day.

### **Condition to consider during a role-play**

- Role-play work best when people know each other.
- Don't ask people to take part that might embarrass them.
- Role-play involves some risk because people may interpret things differentially

# Drama

- ❑ In drama basic ideas, feelings, beliefs and values about health can be communicated to people of different ages, education and experience.
- Drama is a very valuable method that can use to discuss subjects where personal and social relationships are involved.
- It is a suitable teaching method for people who can not read because they often experience things visually.
- The preparation, practice may incur time and money. This means that it is may be difficult to prepare repeatedly. Yet, drama is extremely useful for conferences, workshops and refresher courses.

The general principles in drama are:

- Keep the script simple and clear
- Identify an appropriate site
- Say a few words at the beginning of the play to introduce the subject and give the reasons for the drama
- Encourage questions and discussions at the end

# Teaching Materials and Health Learning Materials(HLM)

# Teaching materials ,Health Learning Materials(HLM)

- **Teaching materials**-refers to all teaching materials that are used as *teaching aids* to support the communication process and bring about desired changes on the audience
- **Health learning materials:** are those teaching aids which give information and instruction about health specifically directed to a clearly defined group of audience.

# Types of HLM

- There are four types of health learning materials:
  1. **Printed (HLM)**
  2. **Audio HLM**
  3. **Visual HLM**
  4. **Audio-visual HLM**



# 1. Printed HLM

- **Printed HLM:** is the production of multiple copies of an original image usually using ink pressed on to paper.
- It can be used as a medium in its own right or as support for other kinds of media.



# A. Poster

- Poster is a large sheet of paper often with a size of **40cm** wide and **60cm** high.
- A poster consists of words and pictures or symbols that include a message on it.

## Purpose of posters

- To reinforce/remind a message the public is receiving through other channels.
- To give information and advice. E.g. be aware of AIDS
- To give directions and instructions for actions. E.g. ABC method of HIV/AIDS prevention.
- To announce important events and programs. E.g. World AIDS Day.

# Content of poster

- All words in a poster should be in local language or two languages.
- The words should be few and simple to understand slogan - contain a maximum of 7 words.
- The symbols used should be understood irrespective of educational status.
- Put only one idea on a poster. If you have several ideas to pass on use a flip chart.
- It should attract attention from at least 10m away.

# **Posters announcing events should contain the following information**

- The name of the event
- The date and time
- The place
- The organization sponsoring the event.

## B. Flip chart

- Are a series of pictures that are bound together, usually at the top, and can be turned over by the educator.
- Is made up of a number of posters on a related subject .
- Are good to present several steps or aspects of a central topic such as Flip chart on reproductive health.

### **Group size**

- Flip charts are best used with small groups.
- They are not put around the community like posters.

## **Purpose**

- To give information and instructions
- To record ideas

## **Content**

- There should be a single separate idea on a chart.
- The arrangement should follow a logical order.
- The words chosen for each picture are simple and short.
- Five is a good number of charts to put in a flip chart

## **Ideas for a flip chart on preventing blindness in children**

Can you make up simple words for the five charts?

### **Chart 1**

- Eyes are important. We must protect them.

### **Chart 2**

- Keeping flies from children's eye helps prevent blindness.

### **Chart 3**

- Washing face well especially around the eyes, help prevent blindness.

### **Chart 4**

- Eating fruits and vegetables that are red( tomatoes, orange, papaya, carrots), dark green (spinach) and other leafy green prevents blindness.

### **Chart 5**

- Measles can cause blindness. Prevent measles with immunization. If a child gets measles keep him in a darkened room to protect his eyes.

# C. Flannel graphs

- Flannel graphs are pictures with a rough back which allows the picture to stick to a cloth.
- The picture can be printed on a cloth or paper with a rough backing such as sand paper.

## Purpose

- Help people see clearly what you are talking during a health talk.



## D. leaflets

- The simplest leaflet is a single sheet of paper, printed on both sides and folded in 1/2 or 2/3.
- Leaflets can be larger with two or more sheets of paper. Once there are more than five sheets it is common to use the term ‘booklets’.

## **Purpose**

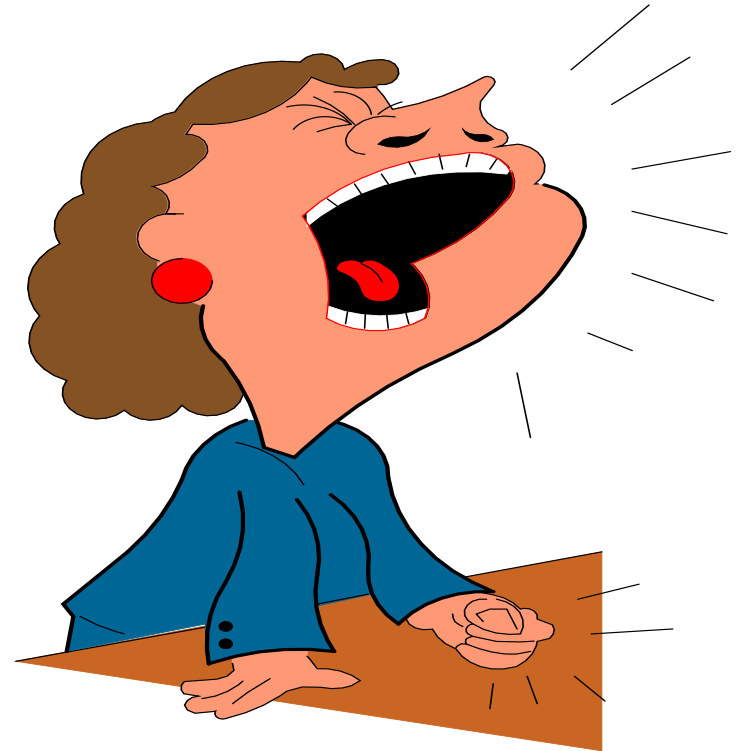
- useful reinforcement for individual and group sessions,
- Serve as a reminder of the main points that you have made.
- Helpful for sensitive subjects such as sex when people are too shy to ask they can pick up a leaflet and read personally.

## 2. Audio HLM

- Includes any thing heard.
- main characteristics:
  - Could be distorted or misunderstood when translated
  - They are easily forgotten.

# Audio ...

- Megaphone,
- Microphone
- Tape recorder and
- Radio.



# 3. Visual HLM

- Include something seen.
- Visuals are one of the strongest methods of communicating messages, especially where literacy status is low.

## Characteristics of visuals HLM

- Arouse interest
  - Provide clear mental picture of the message
  - Speed up and enhance understanding
  - Help develop memory
- 
- However, visuals are not universal language and all people may not see them the same way.

# 3.1. Visual Projected materials

## Transparency

- Transparencies are large size slides.
- projected with the help of an overhead projector.
- Transparencies are of particular value in a classroom, seminars, and symposium, etc., where a group of people has to discuss a technical subject.

# Guide line for preparation

- ✓ Not more than 10 lines per transparency and
- ✓ Maximum of 7 words on a line.
- ✓ Use different colors to emphasize your points
- ✓ Present one main idea on each sheet.
- ✓ Always check that the words and diagrams are large enough to be seen from the back of the room.
- ✓ Use lower case letters when ever possible
- ✓ When ever possible try to replace words with pictures.
- ✓ Margin-leave 2cm round the edge and draw the border around the transparency as it focuses attention on the content.

# Showing Transparency

- *Position your self-* face the audience and not block the screen.
- *Switch off between transparencies*
- *Adequate time to see the transparency*

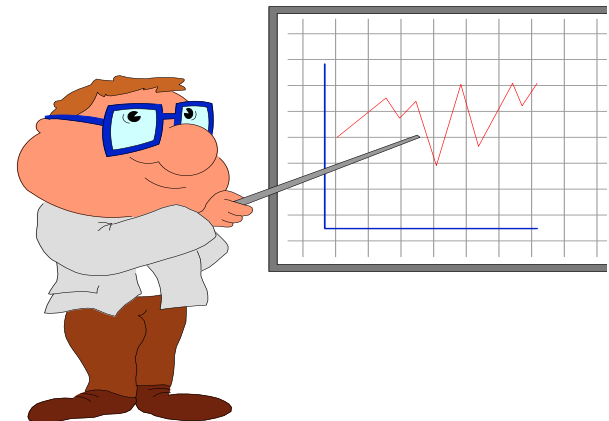
## *Pointing*

- *Reveal method-* covering up the transparency with a paper and lowering step-by-step to reveal the contents as you talk about them.



## 3.2. Graphic, Picture Aids

- Consist of drawings, sketches, cartoons, pictures, photographs , etc.
- They are shown or displayed as such and do not necessarily depend on any projected equipment.



# Pictures

- The picture is drawn or painted and is the expression of ideas and feelings.
- A picture is drawn according to the perception of the mind.



# Photo graphs

A photograph is the actual image of any object or person, taken by the application of the principle of light devised in a photographic camera.

## 3.3. Three Dimensional Aids

- ❖ Here the actual specimen, objects, models, etc. are put up for demonstration.

### Models

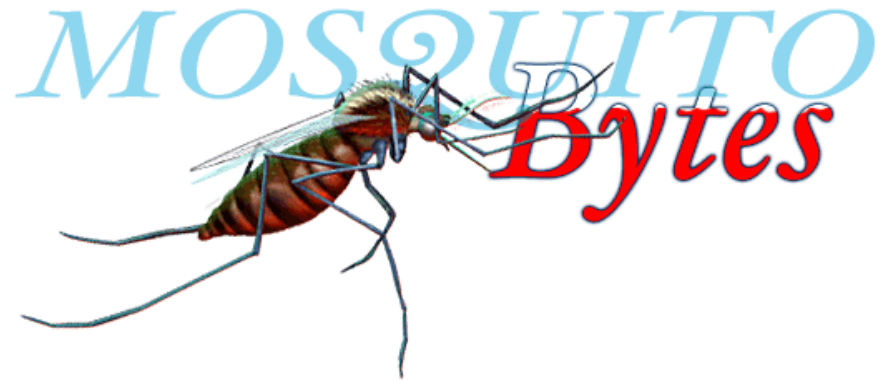
- ❖ are prepared to imitate the actual objects or specimens
- ❖ look like the real objects.

# Model might be used for 3 reason:

1. If the real objects are not available.



2- If the real object is too small to be seen easily.



3- If the real object is too big to display.



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- In most cases models are expensive.
- However one of the most advantages is that if handled properly they could serve for a long time.
- Models are also useful because details of the object can be seen from any direction.
- The problem with scale models is that they may wrong impression and understanding on the part of the audience. *e.g. a scale of magnified mosquito may be imagined as big as bird.*
- There fore you must tell and write on the display that the object is a model so that the people will understand the display.

# Real objects

- If your display is on ‘family planning methods’, you would display real IUDs, pills, condoms, diaphragms, and foams.
- If your display is on weaning foods you would display the real foods and tools used to prepare them.



## 4. Audio-visual Aids

sound + visual

➤ Audio visuals are multi-sensory materials.

TV , Videos

## Strength

- They show real life situation and entertaniable.
- They combine both seeing and listening.
- True-life situation is reproduced.
- A complete view of all physical aspects of anything is made possible.
- It is self-explanatory.

## Limitations

- Electricity or battery should be available.
- They are expensive and complex to produce.
- They are one way communication

# Traditional means of communication (“popular art forms”)

- Traditional means of communication exploits and develops the local means, materials and methods of communication.

Examples of such type of communication include:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• <b>Poems</b></li><li>• <b>Fables</b></li><li>• <b>Stories,</b></li><li>• <b>Proverbs</b></li></ul> | <ul style="list-style-type: none"><li>• <b>Games</b></li><li>• <b>Puppets</b></li><li>• <b>Songs</b></li><li>• <b>Dances with songs etc..</b></li></ul> |
|--|---|

## ***Local Medias are useful for the following reasons***

- 1.They are realistic and based on the daily lives of average citizens.
- 2-They can communicate attitudes, beliefs, values and feelings in powerful ways.
- 3- They do not require modern education in the majority of instances.
- 4-They can communicate problems of community life.
- 5-They can motivate people to change behavior.

6-They can show ways to solve problems.

7-They can improve participation and self-esteem development.

8-Usually they are very interesting. They can be funny, sad, serious or happy.

9. They are easily understood and captured.

10- They usually cost little or no money. Only imagination and practice

- Generally, there are **seven things** to consider before choosing health education methods.
  - How ready and able are people to change?
  - Your ‘learning’ objectives. Do you need to convey simple fact, complex information, problem-solving skills, attitudes and behavior change?
  - How many people are involved?
  - Is the method appropriate to the local culture?

- What resources are available?
- What mixture of methods is needed?
- What methods fit the characteristics (age, sex, religion, etc.) of the target group?

**Note that:**

- It is important thing to remember that effective health education is seldom achieved through the use of one method alone, Therefore a combination of variety of methods must used to accomplish the education purposes.

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*Thank you!*