

Integrating Gender and Nutrition within Agricultural Extension Services

Facilitation Manual

April 2016

**A Guide to Facilitating Write Shops**

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Photo: Participants at the Ghana Write Shop play a group game to energize themselves.



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This manual was produced as part of the United States Agency for International Development (USAID) and US Government Feed the Future project “Integrating Gender and Nutrition within Extension and Advisory Services” (INGENAES). [www.ingenaes.illinois.edu](http://www.ingenaes.illinois.edu)

The work was made possible by the generous support of the American people through USAID. The contents are the responsibility of the authors and do not necessarily reflect the views of USAID or the United States government.



## Day #1

### Welcome

In-country sponsors & MEAS facilitator(s)

### Introductions

1. Ask participants to take a few minutes to consider the characteristics of effective teaching materials.
2. Ask participants to introduce themselves by sharing their name, job title, organizational affiliation, and writing one characteristic of effective teaching materials, such as “know your audience” on the flipchart.
3. Facilitators begin by introducing themselves and each writing an example on the flipchart.



When all have been introduced facilitator says:

We're here this week to create our own effective teaching materials...

to **review** materials that have been developed by numerous people in different countries.

to **determine** which materials can be adapted and incorporated into your work settings.

to **create** course syllabi, training manuals, posters, fact sheets, Power Point presentations, or other written documents that will be most useful in the classroom or field.

to **give** and **receive** feedback from the facilitators and other write shop participants.

### Logistics

Facilitator reviews the agenda...participants follow along on their copy

In-country sponsor informs group of:

Location and time of breaks

Location and time of lunch

Location of restrooms

Please turn off cell phones

Any other special information

## Our Desired Expectations & Outcomes

Facilitator reviews flipcharts with participants:

*Our Expectations of Participants:*

- **Attend** and **actively participate** in all write shop sessions.
- **Respect** the diversity of opinions and experiences other participants bring to the write shop.
- **Share** and **use** the materials created during the write shop with students, colleagues, and other partner organizations.

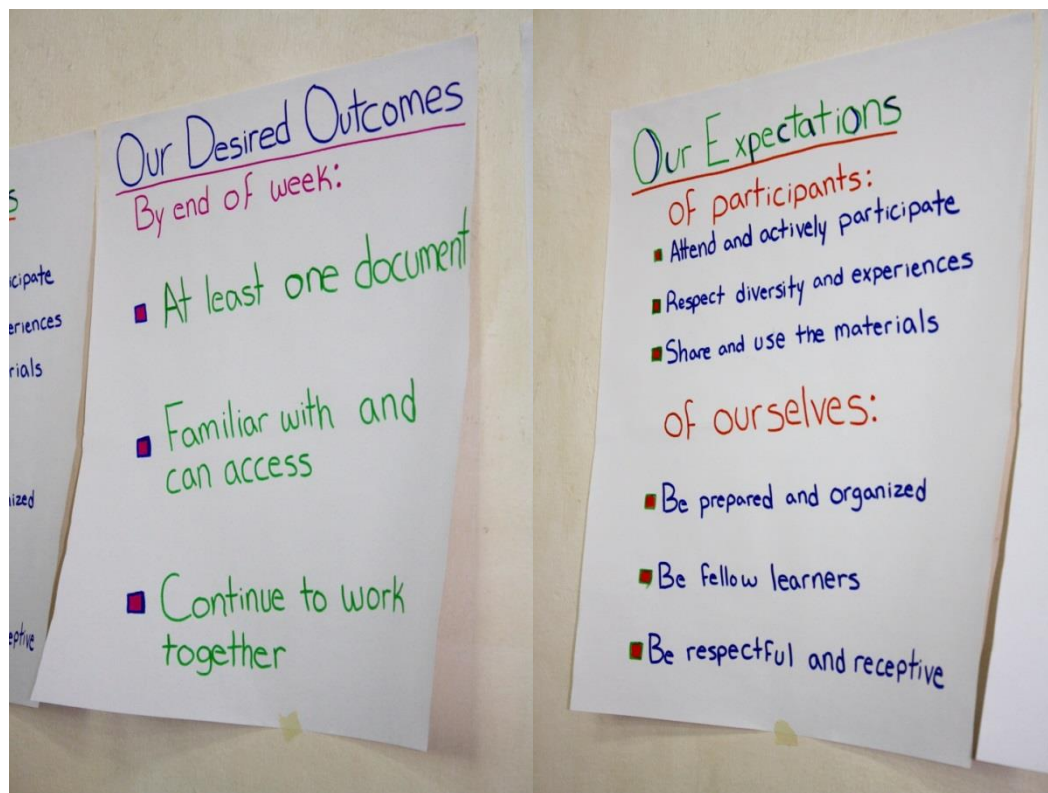
*Our Expectations of Ourselves:*

- Be **prepared** and **organized** for each day of the write shop while at the same time being flexible when the need arises.
- Be **respectful** of the different opinions, varying levels of experience, diverse learning styles, and unique contributions each participant brings to the write shop.
- Be **fellow learners** during the write shop. . .learning from and with the participants.
- Be **receptive** to suggestions for improving write shop sessions to meet the needs of future participants.

*Our Desired Outcomes:*

By the end of the week:

- Each participant has created **at least one document** adapting the MEAS materials.
- Participants are more **familiar with** and **can access** the information and tools on the MEAS website for future use.
- Participants are committed to continue to **work together** sharing ideas and written/electronic resources.



### Ice Breaker – Group Juggle

Have three small balls handy. Gather group into a circle. Facilitator tosses one ball to someone in the group saying his or her own name and then the other person's name (e.g. Jan to Albert). Albert (person who receives the ball) tosses the ball to someone whose name he knows (e.g. Albert to Margaret). Margaret tosses to someone whose name she knows and so on, saying both names all the way around the circle. The ball is tossed to each person one time only until everyone in the circle receives the ball and all names have been said. Participants put their arms behind their backs once they receive the ball. THEN, facilitator starts again and tosses the balls to the same person (Jan to Albert to Margaret, etc.) only this time with two balls in succession (not at the same time) saying both names, both times. Balls get tossed to the same people they were originally tossed to; first one ball, then the next, all the way around the circle stopping when they get back to the facilitator. THEN, facilitator starts again only with all three balls this time. Saying names each time, all three balls get tossed, in succession, in the same order until they get back to the facilitator. By now all names have been said so many times everyone should have a pretty good idea of who's who and they are warmed up and ready to go. When someone drops a ball, simply give him or her a chance to chase it down and just pick up where you left off – no need to start over again. Group juggle for several rounds. Conclude the activity with the following questions:

1. What did you have to pay attention to when throwing or receiving the balls?
2. What did you experience as the number of balls increased?
3. What happened when someone dropped a ball? How did you react? How do you react when a colleague “drops the ball?”

4. How does this activity relate to our daily routine...of trying to stay focused, productive, and effective while juggling many tasks?
5. What are some ways you reduce the chaos in your professional and personal life?

### Reviewing MEAS Materials – Hard Copy

Hand out copies listing the titles of all of the MEAS materials found on the participants' flash drives. Ask participants to quietly review the list highlighting the titles that interest them. Allow approximately 30 minutes for this activity.

### Reviewing MEAS Materials – Flash Drive

Give participants their own flash drive. Ask them to individually or with a partner(s) take approximately one hour to review the documents in the 15 main folders. Demonstrate how to use the “Find” function to locate specific documents related to their areas of interest. Encourage participants to take notes as they review the documents. Facilitators assisting as needed. Conduct energizer before or after the afternoon break.

### Energizer – On My Farm

Gather the participants into a circle. Ask each participant to think of a daily chore they perform on the farm...for example, weeding the garden. All the participants pretend to be weeding the garden. Move to the next participant and have him or her call out another farm chore, such as feeding chickens... participants pretend to be feeding chickens. Continue around the circle with each chore acted out for 15-30 seconds before moving to the next person. Conclude when all participants have shared a chore.



### LUNCH

## Sharing Writing Project Ideas

Have participants write their area(s) of interest on a sheet of paper using the following example that gives their name, the what, and the who. Example:

Name:

MARGARET

What:

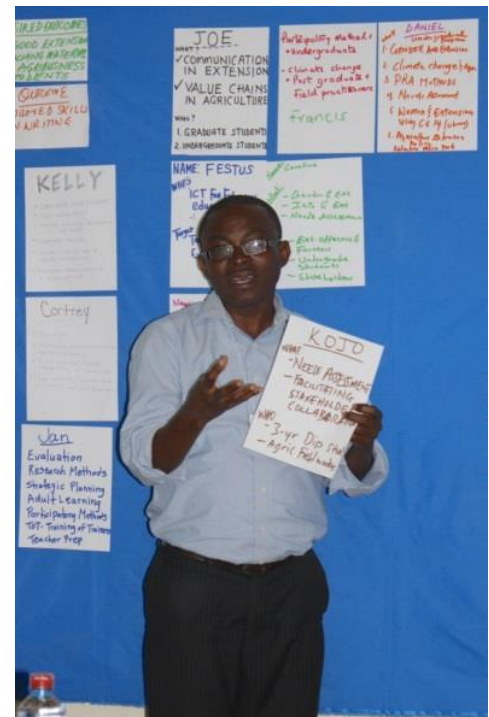
NEEDS ASSESSMENTS

PARTICIPATORY METHODS

Who:

2 credit hour course for undergraduate students

3-day workshop for extension agents



Allow a few minutes for participants to complete the assignment then have them share their area(s) of interest by placing on the sticky wall...grouping similar areas of interest.

For the remainder of the afternoon allow the participants to begin working on their writing projects either individually or in pairs.

## Daily Review

Gather the participants into a circle. Pass around slips of colored paper asking each participant to choose one piece. Have the participants share their responses to the following requests depending on the color of their paper.

**Red:** Best thing you experienced today

**Orange:** Something that surprised you today

**Blue:** One thing that would make things better tomorrow

**Green:** Something new you learned today

Conclude Day #1 at 4:30pm, but allow participants to continue working in meeting room as long as desired.

## Day #2

Allow participants to begin working as soon as they arrive. Half way through the morning...either before or after the break...ask participants to line up by their birth month without talking. Then have them turn to a partner and share their writing project idea/topic.

Continue working individually or in small teams until lunch.



## LUNCH

Half way through the afternoon...either before or after the break... facilitate an energizer.

### Energizer – Yoga Stretch

Do several simple yoga stretches...arms over head, sway to left, to right; touch knees, toes; twist to right, to left; lunge; warrior pose; mountain pose.

Continue working until 4:15pm. Gather participants into a circle for the daily review. If a participant has an even-numbered birthdate have them respond to the following question: What has been the best part of the write shop for you? If a participant has an odd-numbered birthdate: What has been the most challenging part of the write shop for you?

Conclude Day #2 at 4:30pm, but allow participants to continue working in meeting room as long as desired. Turn writing idea papers over on sticky wall.



## Day #3

First thing in the morning have participants gather around the sticky wall either standing or sitting. Randomly select four or five participants to provide an update on their writing project...by turning over a paper on the sticky wall one at a time. Then have participants continue working individually or in small writing teams.

### **Energizer: Follow the Leader**

Assign one participant to be the leader...have this person lead the group in a few exercises or dance moves, such as jumping jacks, hopping on one leg, local dance...then ask the leader to choose another participant to be the leader...do a few rounds.



Before lunch gather the participants around the sticky wall and uncover four or five more papers for an update.

## LUNCH

Right after lunch gather the participants around the sticky wall and uncover four or five more papers for an update. Then have participants continue working individually or in small writing teams.

In the afternoon facilitate an energizer.

### **Energizer – Fruit Salad**

Have the participants sit in a circle with one member standing in the middle. The person in the middle announces that he or she sees someone with “black shoes.” All the people wearing black shoes have to exchange seats with each other, including the person in the middle. One person will not be able to find a seat, and that person becomes the person in the middle of the circle telling the rest of the group what he or she sees (e.g., red scarf, glasses, black hair, etc.). When the person in the middle says “Fruit Salad,” everyone must get up and exchange seats.

Continue working until 4:15pm. Gather participants into a circle for the daily review. Have the participants form a line according to how they are feeling about their progress using the following scale:

Fantastic.....Pretty Good.....Could be Better.....Dreadful

Have the four options written on pieces of paper and taped to the floor. Have a few participants explain why they have chosen a certain location on the line.

Conclude Day #3 at 4:30pm, but allow participants to continue working in meeting room as long as desired.

## Day #4

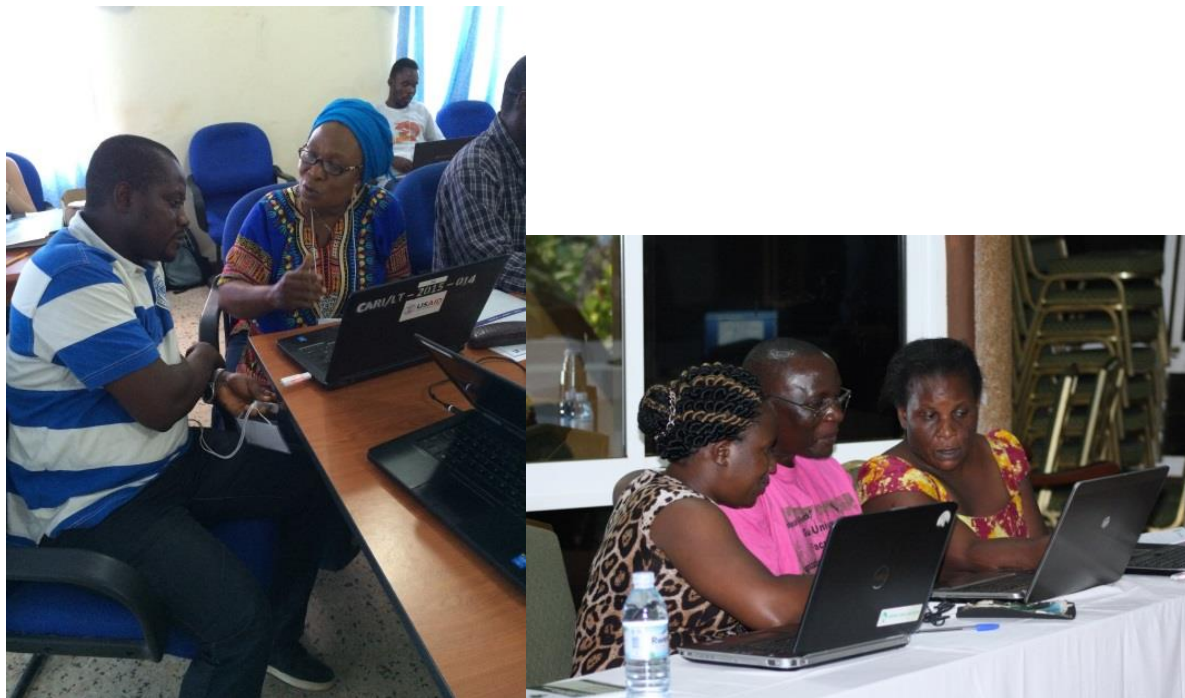
First thing in the morning have participants gather around the sticky wall either standing or sitting. Randomly select four or five participants to provide an update on their writing project...by turning over a paper on the sticky wall one at a time. Then have participants continue working individually or in small writing teams.

### **Energizer: Group Juggle re-visited** (throw and catch ball with non-dominant hand)

Before lunch, gather the participants around the sticky wall and uncover four or five more papers for an update...this is the final sharing, so uncover all remaining papers.

## LUNCH

Gather participants into a standing circle. Have participants with similar themes form into groups of two or three people. Ask each member in the small group to share his or her writing project...while receiving feedback and suggestions for improvement. Have members show how their project reflects the “Characteristics of Effective Teaching Materials.”



Continue working until 4:15pm. Gather participants into a circle for the daily review. Have the participants say one word that begins with the letter of their first name that describes how they're feeling about the write shop. For example, **J** for joyful; **E** for encouraged; **S** for stressed.

Conclude Day #4 at 4:30pm, but allow participants to continue working in meeting room as long as desired.

## Day #5

Allow participants to finish up their writing projects for 2-3 hours. Then gather the participants together and briefly review the write shop by highlighting the flipcharts posted throughout the meeting room. Ask participants to line up two sets of chairs facing one another...so each participant is directly across from one other participant. Using the questions in **bold** print displayed on a flipchart, unveil the first ORID question and have the pairs take turns asking each other the question. After 5-7 minutes have participants sitting on one side to move one seat to the right...so they now have a new partner. Unveil the second ORID question and repeat the process. Before unveiling the third and fourth ORID questions have the one line of participants continue to move one seat to the right... always having a new partner.



## An ORID Reflection

### **WHAT – happened? (Objective Questions)**

*What images from write shop are most memorable?*

*What caught your attention?*

*What memories of the write shop are most vivid?*

### **GUT – how do you feel about what happened? (Reflective Questions)**

*What was a high point of the write shop?*

*A low point?*

*What did you like most about the write shop?*

*What was difficult for you during the write shop?*

### **SO WHAT – difference does this make? (Interpretive Questions)**

*What came through to you as very important during the write shop?*

*What is a key insight you had during the write shop?*

### **NOW WHAT– do we do? (Decisional Questions)**

*What will you do differently in your work because of participating in the write shop?*

*What is a first step you will take to implement your work and efforts from the write shop?*



Provide each participant with a copy of the write shop evaluation...allow ~15 minutes to complete...place in manila envelope.

Gather the participants around the flipcharts. Review *Our Expectations* and *Our Desired Outcomes* providing thoughts and reflections from the participants. Then review the *Characteristics of Effective Teaching Materials* with the participants...asking how their documents display the characteristics.

Review the flipchart with the following content:

*Our Commitment to Write Shop Participants:*

- We promise to follow-up via e-mail each participant to review their progress in using the materials developed during the write shop.
- We promise to create a sharing platform online so participants can have access to the materials developed during the write shop.

**Certificates**

Hand out the certificates and take photos. Give a word of thanks and appreciation.

