



EDUCATIONAL KIT

Animal Health Pedagogical Toolkit

- ◆ « Educational techniques » sheets
- ◆ « Awareness-raising session » sheets



ANIMAL HEALTH PEDAGOGICAL TOOLKIT

*This Educational Kit is extracted from the **Animal Health Pedagogical Toolkit** which includes:*

The Manual for Animal Health Staff which constitutes a support for continuous training and a reference guide for the field. It contains five sections organized around the main areas of animal health. Each section provides a clear and illustrated explanation of the important concepts to be aware of for the daily exercise of community-based animal health workers, veterinary paraprofessionals and private and/or public veterinarians. The role of each of these actors, the recognition of priority animal diseases and the basic animal health techniques are fully explained in this handbook.

The Priority Animal Diseases Sheets for the recognition of 30 animal diseases and syndromes. Included in the Manual for Animal Health Staff, they are also available as independent double-sided sheets. Each of them provide a clear, practical and illustrated summary to optimize the recognition of the clinical signs of priority animal diseases in the Sahel and the actions to be taken by animal health staff in response to them.

The Educational Kit below, composed of 8 practical sheets on active teaching methods and techniques. These sheets are intended for trainers who will deploy the Animal Health Pedagogical Toolkit in the field during training and awareness-raising sessions for animal health staff.

The User Guide which explains the content and the objectives of the Animal Health Pedagogical Toolkit. It also describes the intended audiences, teaching and learning situations in which trainers will be able to deploy it.

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Awareness-raising session - I

PREPARATION AND ORGANIZATION

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Awareness-raising sessions are intended for adults. There can be various resistance factors (disinterest, regular occupation preventing them from being physically and/or morally available, social conditions, misconception or biases regarding the subject matter...).

Also, in order to correctly receive the message that you will convey them, participants have to feel secure.

For this, they need:

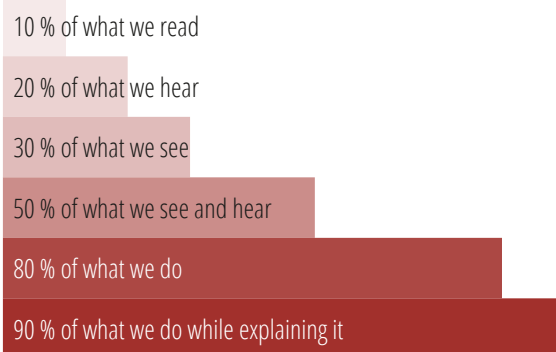
- ◆ Respect: Every person wants to be heard, honored, respected as a person;
- ◆ Experience: Each one needs to value his/her past experience, to share it with the other participants and hosts, and to connect it to the awareness-raising topic;
- ◆ Use: Each one needs to understand the usefulness of the message brought to him/her to be able to apply it in his/her usual activities;
- ◆ Practice: Each one needs to perform practical exercises during the awareness-raising session;
- ◆ Pride: Each one needs to feel encouraged in a relaxed atmosphere when he/she speaks.

HOW TO OPTIMIZE LEARNING AND MEMORIZATION?

It is necessary to:

- ◆ Vary your visual mediums (text, images, maps) and hand out widely illustrated printed out documents;
- ◆ Reiterate what is written or illustrated in alternative ways (outline it in several manners);
- ◆ Vary teaching techniques and possibly use games (educational techniques);
- ◆ Suggest practical activities while asking participants to explain what they are doing.

Depending on the method used, we learn with a different efficiency. We memorize:



Broadly speaking, we learn more easily while actively participating in a learning process, while practicing and explaining what we are doing.

HOW TO ORGANIZE AN AWARENESS-RAISING SESSION?

To achieve a successful awareness-raising session, you must have thought about in advance and must have responded to, minimum, these 6 following questions during the preparation phase:

I. How do we organize an awareness-raising session?

It is necessary to have well-defined the target audience and the session objectives. In order to do this, the topic to be concerned will have been defined beforehand, delimited and the content validated. The target audience will have been identified according to the topic in question and for each area or region, estimated beforehand (number of people or targeted villages).

It will be necessary to contact upstream village authorities (village chief, religious authorities) and administrative authorities (governor, delocalized veterinary services...) depending on the countries and local situations. The endorsement of their representatives is essential and will allow the passing on of information regarding dates and locations of upcoming sessions.

II. Where do we organize the sessions?

It is not necessary to have a room to carry out awareness-raising sessions. If the session takes place outdoors, it is important to find a calm place, protected from the sun, where participants can sit comfortably (on mats).

It is important for the meeting place not be too far away from the residence area, to prevent long (and possibly expensive) transport. It is recommended to privilege sessions in the villages, thus reducing transport time for the target audience.

III. When do we organize sessions?

This involves choosing a moment during which participants can quite easily make themselves available while considering their regular activities (farmers and stockbreeders). We must avoid bringing them in at hours during which the members of your target group have important activities to do, for which the failure to comply may penalize their regular activity (market days, resting hours, milking time, taking out the herds...).

If you are specifically targeting a female audience, make sure that the men agree that they participate in the session and that the schedule does not interfere with their usual activities.

IV. How long does a session last?

At the maximum sessions must last one hour, to not risk having your group members get tired, leave and not come back next time.

It is possible to exceed an hour if there are practical moves to show and/or execute (clinical examinations on animals, specific technical gestures...). In this case, think about really separating the theoretical part (oral description + documents and visual mediums) from the practical part by formulating it (activity modification due to practical application) and possibly offer a light refreshment between two activities (drinks). It is recommended to not exceed 2 hours in total.

V. What size must the group be during the session?

It is recommended to carry out sessions with groups from 5 to 15 people maximum for one trainer. If the audience is bigger, it is recommended to

organize the same awareness-raising session many times in order to ensure that each participant will have been able to fully understand the approached matters and practiced them correctly.

If several trainers are available, split the target audience in several groups of equal sizes and carry out parallel sessions (of the same duration). It is recommended to gather all concerned and aware individuals at the end of these sessions to remind the broad goals and thank them for their participation in order to give consistency to the entire group (village). A retrospective debriefing between trainers after the sessions is recommended.

VI. How must the group be arranged?

You can ask participants to form a circle, half-circle or sit down forming a sort of U, around you. Each participant should not only see and hear the trainer but should also see the other participants in order for them to intervene and interact easily with the group. As far as possible, it is necessary to avoid participants from being arranged in several ranks facing the trainer ("school" condition).



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COMMUNICATION AND ENTERTAINMENT

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HOW TO COMMUNICATE WITH YOUR GROUP?

We not only speak with words but also through gestures, through experiences and expressions, and with moves or postures. Thus, the trainer must learn to comprehend and consider some deeds and actions of members of the target group to be able to capture the messages conveyed during a discussion, other than words, in order to redirect, adapt the current session if needed and optimize the expected impact.

I. When someone yawns

This can mean that he/she is tired, hungry or sleepy. Maybe this implies that your session is a little bit too long? Or that the subject does not interest the target group members? Or that the moment is poorly chosen? If the answer to one of these questions is 'Yes', you must:

- ◆ Either stop the session and quickly conclude;
- ◆ Either soften the atmosphere while suggesting a fun activity (game);
- ◆ Either take the discussion in another direction that is part of the awareness-raising session, but in which the participants recognize themselves better.

II. Agreeing (nodding «Yes» with the head)

When someone is speaking and you nod when he is talking, you encourage the person to express his full thoughts. This does not necessarily mean that you agree with what the person says, but your role is to encourage him/her to express himself/herself to then initiate and animate the debate within the group regarding what has been said.

III. Nodding the head (Nodding «No» with the head)

Even if we do not share someone's opinion, we must be careful not to show it while negatively

nodding the head while the person is speaking. Otherwise some may think that you are right when you are in fact wrong, or that you are against the debate. Yet the awareness-raising session aims towards listening to different point of views and analyzing them together.

However, the other members of the group can openly show the others that they do not agree with someone. Your role is then to encourage discussion, without taking sides.

IV. Encouraging discussions between members of the group using the hand

Members of the target group will always want to address directly to you. You can use your hand to encourage the discussion between them and show them that they do not need you to speak up.

With your hand, you can also encourage someone to further his/her ideas, especially when someone is talking about a very personal subject that affects him/her and affects the other participants. At that moment, speaking may interrupt this person. It is rather recommended to encourage this person with hand gestures.

V. Encouraging in a glance

When someone is speaking during an awareness-raising session and that you look at him/her, this shows that you are interested in what he is saying. This motivates him/her and encourages him/her to continue. It is recommended to pay attention to each person that speaks up and to be attentive to their statement.

VI. Facial expression

While listening to members of your target group, you must pay attention to facial expression. If you frown (close up your face), this can discourage and could be interpreted as if you were not happy with what the other has said. On the contrary, a smiley

face will facilitate communication and oral expression within the group and allow a trusting and respectful environment.

HOW TO DEAL WITH DIFFICULT SITUATIONS?

During participatory sessions where the discussion is open and where everyone speaks freely, you can be confronted to problems that are explained by the fact that people do not all have the same opinion, nor the same personality. That is why you must expect some difficult situations within the group. And you will have to manage this in order to optimize exchanges between people of the group and yourself, as well as optimize the awaited apprenticeship.

I. A chatty participant?

It is important to think about balancing speaking time and giving each participant the possibility to express himself/herself. We can be confronted to a participant that talks more than what is necessary. Some people are chatty by nature, others are happy to give their point of view and some have difficulties to express themselves with precision.

We must do everything to stop the speech-monopoly situation without losing the group motivation, nor the chatty persons. If you abruptly stop the person that is talking too much, he/she might be frustrated and not be interested in the discussion any longer, and even disrupt the whole group. On the contrary, if you let him/her speak, you may risk losing the other participants who will be bored or will feel excluded.

To limit their time of speech, you can resume what he/she has said while thanking him/her for his/her contribution and rebound on his/her comments in order to ask questions, confronting another participant. This way you will end the chatty person's speech, while letting the other participants speak, about this subject and beyond.

II. A participant is too quiet?

It is a person that has come mainly to listen, but that could participate if he/she is encouraged to speak. If he/she is not encouraged to speak, he/she will not spontaneously talk and could keep his/her point of view for himself, when it could be interes-

ting for the whole group.

Someone who doesn't talk, does not necessarily want to say that he/she agrees with what is being said or that he/she has nothing to say. Also, it is important to identify people that have been quiet et give them the opportunity to express themselves. It is important to encourage them to give their point of view and check if the discussion is correctly understood.

III. A dominant participant?

It is a person that tends to position himself above others. He/she is the one that starts conversations, defends his/her position, tries to influence others and have the final say. It is often his/her social status within the group that allows him to. To deal with this type of person during a discussion, avoid looking at him/her too much. If it is necessary, tell this person that his/her thoughts are very interesting, but that you would like to also hear ideas from other members of the group in order to open-up the debate and discussions, and thank him/her for his/her participation.



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Educational techniques - I

KNOWLEDGE SHARING

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CONTEXT OF USE AND OBJECTIVES

When we are dealing with a diverse group or one with which we are unable to know the level of knowledge in advance, it is difficult to prepare a presentation that is fully adapted to the participants' level. This technique will allow you to adapt to the diversity of the group, all while facilitating everyone's participation, through general sharing within the group.

Example : Group review of disease knowledge or specific sickness knowledge, in order to identify possible gaps, correct them and review basic knowledge to master.

TERMS OF USE

I. Preliminary preparation of virgin data collection

Prepare in advance, before the reunion, a table with the name of the sickness and the type of information you would like to address during discussion, either in a grid (fields to fill in), or in a checklist.

Example : «Peste des petits ruminants» - Information to address = main symptoms, lesions, preventive measures, treatment, action to be taken in case of an outbreak.

This grid or list can be made on a large piece of paper (once filled it can then remain posted in the room or be reused during the course) or on a digital medium (PowerPoint slides) that would be projected on a blackboard or an erasable board. It should be completed with the participants.

II. Entertaining the data collection

In plenary, question participants so that they fill out the fields of the grids progressively. Stock their responses while writing down on the grid or paper until the group considers that all the knowledge on the sickness is considered. Everything should be written down, even answers that need corrections.

III. Overview and discussion

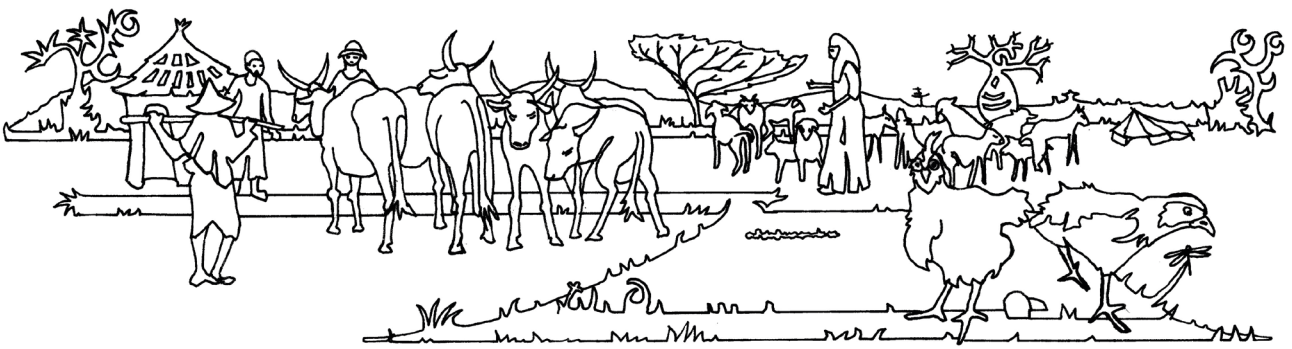
The trainer fulfills the summary of the information collected during the data sharing. He asks for the participants' opinions and carries out corrections, complements and necessary reminders, ranks the information and discusses the different points and, using the corrected table, highlights the elements that will be considered in the surveillance protocol of the sickness.

Example : «Peste des petits ruminants» - Legitimate suspicion criteria, major clinical signs, definition of the case, samplings to carry out in case of suspicion, information to collect to give warning, conservatory measures to execute...

VALUE OF THIS TECHNIQUE

It is participative and dynamic. It allows the trainer to precisely identify participants' gaps and/or mistakes on the subject (ex: regarding a specific sickness) and specifically target complements and corrections that he/she can give on these precise points.

Example : Ensure the accuracy of knowledge regarding the sickness and remind the behavior to have in case of suspicion or infected site.



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Educational techniques - II

REVIEW QUESTIONS

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CONTEXT OF USE AND OBJECTIVES

The purpose is to allow participants to ask questions regarding what has been addressed the day before or earlier during the day. This allows the trainer to assess the knowledge acquisition during the day before. This will also allow everyone to express their misunderstandings or ask useful questions for clarification, without fear (anonymous questions). The trainer will be able to explain afresh the misunderstood points of the day before and review the material and the most important notions. This allows the information given the day before to be consistent and verifies it's proper assimilation by the participants.

Example : All the subjects conveyed the day before can be treated using this technique, either if it concerns knowledge on an illness, surveillance methods, good hygiene practices, surveillance plans or control programs.

TERMS OF USE

This technique can be used every morning starting from the second day of training. We should allow an hour's time for a group of twenty participants.

I. Technique presentation

The trainer has to insist on the following points:

- ◆ Each participant has to possibility of asking a question on what has been learned the day before while writing it on a piece of paper;
- ◆ The question has to be about the previous day's presentation;
- ◆ This question has to be about a point that has not been correctly understood and on a point that merits an explanation;
- ◆ There can only be one question per piece of paper (if there are various questions, we use various pieces of paper).

II. Reminder of the previous day's program

Before writing down the questions, the trainer must rapidly remind the various subjects learned the day before.

III. Drafting the questions

Each participant asks his/her anonymous question in writing (approx. 5 minutes). Questions are gathered in an urn (covered, bag or any other container).

IV. Responding to the questions

- ◆ Random draw of a question by one of the participants;
- ◆ Participant's answer to the question asked;
- ◆ Reformulation and summary by the trainer;
- ◆ Request to the other participants if any additional clarifications are needed;
- ◆ Trainer's summary;
- ◆ Complements or clarifications are given by the previous day's trainer on the subject concerned (if he/she is present);
- ◆ Random draw of another question by the next participant;
- ◆ Same functioning until there are no more questions.

ADVICE FOR ENTERTAINING THE SEQUENCE

All the participants' questions must be accepted without judgement or criticism, provided that they involve what has been studied the day before.

If a question is about something else, it is kept aside. It will either be asked the day after this subject is addressed (and incorporated within the lot of questions asked by participants) or be dealt with on the last day if it has not been addressed during the programmed interventions of the training.

The trainer must make sure never to give the first response, but always ask the group to make

them speak out the first elements of the answer. It is important that this work sequence is not experienced as an exam or a test.

During this sequence, the trainer has two main roles:

- ◆ Make sure everyone complies with the form (sequence progresses as planned): writing down questions / random draw of questions / participant's answer / complements by the group / summary, complement, clarifications brought by the previous day's trainer;
- ◆ Make sure everyone respects the intended time for this sequence: the trainer must limit speaking time to what is necessary. The trainer mustn't redo the whole course (unless it is absolutely necessary) but he/she must just take the opportunity of this session to remind the previous day's topics. He/she mustn't develop new aspects around the subject at hand, that aren't directly linked to the question asked. The trainer must then have the capacity to handle the speaking time and distribution in order to make sure everyone complies with the given time for the sequence.

levels or participants that have distinctive hierarchical positions, that could inhibit that group to speak out).

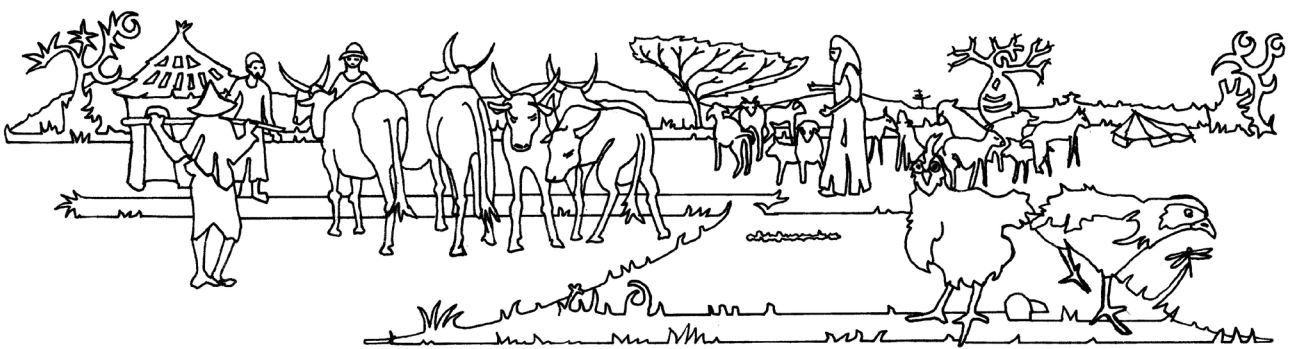
Alternative technique

When there are more than 20 participants, it is necessary, in order not to dedicate too much time to review questions, to constitute 2 groups (G1 and G2).

During the first session of review questions, members of G1 group ask questions and members of G2 group answer them. The next day, G2 group asks questions and G1 answers. Sessions then go on while alternating G1 and G2 roles.

VALUE OF THIS TECHNIQUE

This technique is generally very appreciated. It allows the trainer to evaluate the group's progress and achievements and maintain a good cohesion within the group regarding the learning process. It allows participants to ask questions that they would not dare to ask during a plenary session (including in diverse groups with different prior-knowledge



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Educational techniques - III

ANALOGIES

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CONTEXT OF USE AND OBJECTIVES

The idea is to address, in a simple and easily comprehensible manner, complicated looking concepts with groups that have a prior poor level in technical expertise.

Example : When we must explain a complex biological phenomenon (pathological process: ex= inflammatory, therapeutic techniques: ex= functioning mode of a vaccine, physiological phenomena: ex = organ jaundice) to groups that have a limited basic scientific background.

TERMS OF USE

I. Principles

The idea, for the trainer, is to construct a story while giving comparisons between features or occasions that are known and understood by participants in their everyday life, and more complex biological phenomena that will be addressed during the course. The analogy's educational efficiency will be directly linked to the social proximity of the story that will be built around the subject. The story must use features known by the group.

II. Applications

Let's take the example of a vaccine: how it works, how it is used and how effective it is. The idea is to explain to stock breeders that have little or no literacy skills how a vaccine works in an animal organism and what are the rules of use and application. The objective is to raise awareness about the benefit of its use within the herd and be convinced of its efficiency.

Example : Analogies built as part of the introduction of vaccination programs against Newcastle disease.

VALUE OF THIS TECHNIQUE

The use of analogies is, educational wise, very effective. Indeed, they easily win the audience and are conveniently repeatable. It is possible to establish these analogies on most of the technical topics that will be addressed to stock breeders. It is however essential to build your story before the beginning of the course, and to try it out on a small representative crowd, to see if it works. Generally speaking, it is better not to improvise in order to ensure the scientific veracity of the statement.

Two detailed cases of use of this technique are available on the back of this document

Case 1 : Guatemala

Considering the populations' interest for soccer, the analogy has been built around this sport. Here is how it unfolds:

A chicken, within its organism, is constantly playing a soccer game. When it loses the game, it means the chicken has a sickness or dies. This can happen in three ways. In the first case, the adverse team consists of 11 players, but the chicken has a team of 9 players. That is what happens when it is weak and malnourished or has parasites. In the second case, the chicken's team consists of 11 players, but the opposite team has 13 on the field. That is what happens when the breeding's hygiene conditions are bad. In a third case, the chicken's team has 11 players and the adverse team as well, except it has an excellent player on its side (take the example of any known player). That is what happens in the case of Newcastle disease. The vaccine consists of weakening or injuring this excellent player and making him play against the chicken. This player will use his usual tactic, except he will not be able to score a goal because of his handicap. On the other hand, the chicken's team will learn how to defend itself against the player's tactics. Later, when the real player in top shape will come and play against the chicken, it will be able to efficiently counter his game.

This analogy can be continued to address the rules of vaccine application the following way:

The chicken needs time to analyze the hurt player's tactic (discussions between players and with the coach) and find a way to beat it. So, if the next day, the chicken has to play a game against this excellent player who is healed, it may lose and get ill. It takes some time before the vaccine's protection can settle in (immunity establishment delay).

The chicken is not very smart animal and has a short memory. It is then necessary to make it regularly replay games with the hurt player so that it does not forget how to beat him (Required vaccine recalls).

Finally, if the chicken knows how to efficiently counter the player X's tactic but that it ends up playing against player Y (take another example of an excellent player everyone knows), it will still lose the game because Y doesn't have the same tactic as X (that's the specificity of a vaccine towards an illness).

Case 2 : Djibouti

In this country, soccer is less popular than in central America and the analogy has been built around preoccupations that are closer to the people's everyday lives regarding the presence of rats. Here is how it unfolds:

In the house, there is a rather irritating animal: the rat. A rat enters the house, then another, then another, and they multiply and cause big damages. With the animal, it's the same thing. A small harmful critter (the germ) enters the organism and multiplies causing an illness.

When rats enter the house, we can buy poison to get rid of them. It's the same for sick animals and medicine. But this can end up being expensive because each time rats introduce themselves in the house again, we need to buy poison again (or medicine for the animal). So, it is more interesting to try and prevent rather than having to treat every time.

For rats, a preventive measure is to adopt a kitten (we don't adopt an adult cat because it wouldn't stay at home). For animal sickness, this is called a vaccine.

If we adopt a kitten when the house is already overwhelmed with rats, we will not surmount it (the rats could even eat the kitten). It's the same thing for animals, we mustn't vaccinate an already sick animal (this serves nothing and may even kill the animal).

We must let the kitten grow and learn how to hunt so that he can be efficient against rats. For animals, it's the same. We must leave time to the vaccine so that it protects the animal (immunity establishment delay).

The cat gets older and we must replace it. It's the same for animals and vaccine recalls so that the protection persists.

Finally, there are other harmful critters in the house, like termites and the cat will no be efficient against them. It's the same with vaccines and animals (specificity of a vaccine towards an illness). For termites, we need to use a special poison (specificity of a treatment toward an illness) or another type of prevention.

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Educational techniques - IV

PROGRESSIVE METHOD

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CONTEXT OF USE AND OBJECTIVES

The idea is to get people working into subgroups to facilitate every participant's individual expression of ideas. This technique is recommended when working with diverse groups (by participants' levels, in their cultural aspects or by hierarchical position).

TERMS OF USE

I. Individual work phase

The trainer quickly introduces the global unwinding of the method and its different phases. Then he/she presents and explains reference terms of the work at hand (presentation of the situation, list of questions...). He/she can distribute papers to the participants or project a slideshow presentation. He/she encourages each participant to answer individually to the terms of reference using their personal experience and writing their ideas on paper. He/she allows 5 to 10 minutes (depending on the scale of the requested work) for this phase.

II. Successive data sharing

At the end of the individual work phase, the trainer asks participants to make pairs and share their thoughts. He/she insists on the fact that this thought-sharing mustn't result in the search for a common denominator but must value potential divergences in different points of view, as well as the richness of individual productions and propositions. The terms of the pair formations can be random or can be led if the trainer wishes that there be different contributors within the pairs. 15 to 20 minutes are usually enough for this sharing sequence.

At the end of the work in pairs, the trainer asks the pairs to regroup as 2, 3 or 4 (thus forming groups of 4, 6 or 8 participants) to carry out the same sharing exercise as before, with the same recommendation: preservation of the richness of the work produced during the earlier phase. In each group,

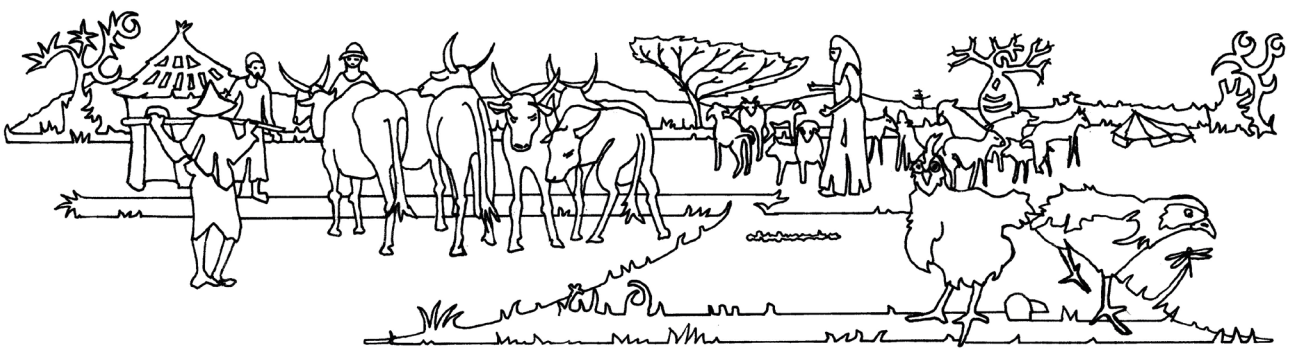
a spokesperson is designated. The goal of this regrouping is to end up with 2 to 3 subgroups that will carry out the final presentation. 20 to 30 minutes are generally enough for this phase.

III. Final presentation, summary and debate

The trainer asks each spokesperson to present his/her group's work. Then, he/she summarizes the various contributions and starts a debate about this summary. This can last between 30 and 60 minutes (depending on the scale of the work done and the time dedicated to the debate).

VALUE OF THIS TECHNIQUE

Preliminary phases of individual and pair work give everyone a chance to emphasize their ideas and remove inhibitions that could originate from the group's diversity. All of everyone's opinions and propositions are considered and presented, thanks to this progressive method. This technique is very useful on socially diverse groups, and on difficult subjects due to hierarchical relationships within the group.



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Educational techniques - V

EDUCATIONAL GAMES

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CONTEXT OF USE AND OBJECTIVES

This technique allows a fun reviewing of the conveyed knowledge during a course and thus evaluates participants' achievements and their knowledge improvement.

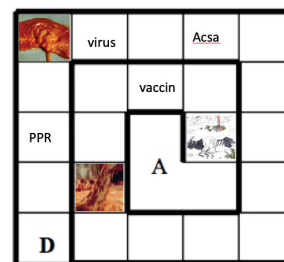
These educational games are especially used during the training of stock breeders because this allows the possibility to diversify learning situations and improve learning while diversifying approaches. They are particularly appropriate to audiences that are not used to classrooms.

TERMS OF USE

The basic idea is to remodel games to match the studied subject so that it becomes an educational activity. The game rules must be simple so that they are easily understood and used by the participants. The ideal is to use a game that the audience is already familiar with (which is not always the case). The following examples have been successfully used, in different cultural contexts (central America, Africa, Madagascar) for stock breeders' training.

I. Game of snakes and ladders (VSF version - Guatemala)

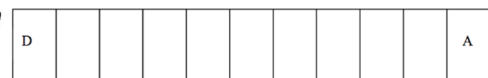
A game board with a simple question in each of its squares, the questions are based on the knowledge addressed during the course. Each player (or team) places his piece on the starting square (D). The first player throws a dice, moves his piece on the corresponding square and tries to answer the question it features. If the answer is correct, he stays put but if it's wrong, he returns to the starting point. The next player throws the dice and proceeds the same way. Wherever the player stands on the board, every false response makes him return to the starting point. The winner is the first one the arrival square (A).



Snakes and ladders board example / VSF version - Guatemala

II. Game of snakes and ladders (VSF version - Madagascar)

The game is played by two teams. One at a time each team draws a question (questions have been prepared in advance by the trainer on little pieces of paper), talks it out and formulates a response. If the response is correct, the team throws the dice and moves their piece forward the number of squares. If the response is considered false or incomplete, the team misses their turn without throwing the dice. The winning team is the first one on the arrival square.

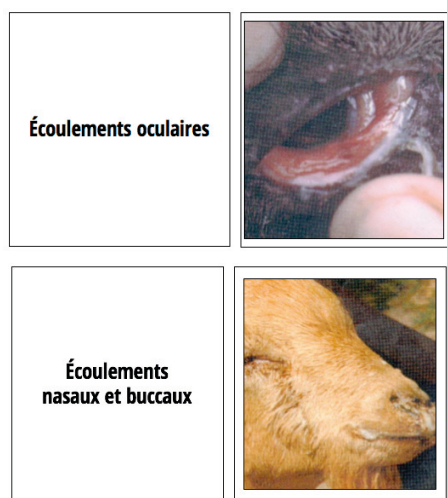


Snakes and ladders board example / VSF version - Madagascar

III. Old maid card game

This game is played with about thirty cards that match by two (for example, a card with the name of a sickness and a card with the observed symptoms, or a sickness card and a card with the treatment) except one that is called the "Old maid", and that has no matching card (for example, a sickness that has no cure). These cards are fabricated beforehand by the trainer.

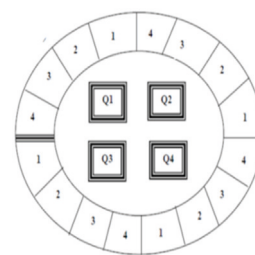
The game plays out as so: all the cards are mixed up and distributed, hidden side up, (3 to 6 players). The players each take their set of cards and place all of those that match in the center of the table. The first player (the youngest or the one seated on the left of the card distributor) offers the player on his left to pick out a card from his game. This player then integrates the card to his game, and possibly places a new pair of matching cards at the center of the table, if this new card from the first player's game permits it. This player then offers the neighbor on his left to draw a card from his game. The game continues as so until all the matching pairs have been formed and placed on the table. The player who ends up the "Old Maid" card loses.



Example of matching paired cards of the "Peste des petits ruminants Old Maid" game

IV. Trivial Pursuit

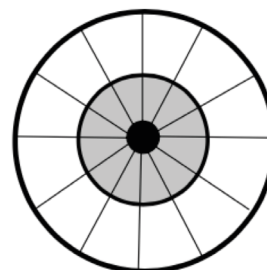
The game board cells are divided in 4 (or 5) categories that have corresponding series of questions. All the players place their piece on the starting line (in bold). The first player throws the dice and moves his piece forward the corresponding number of cells (he chooses each time the turning direction that suits him best), he picks out a question corresponding to the category his piece is on and tries to answer it. If he answers wrong, the next player goes on. If his answer is right, he wins a mark that certifies that he has won this category of questions, and it's the next player's turn. The winner is the first one to win a mark from each category.



Trivial Pursuit board game example

V. Darts

The dartboard can be made out of hard cardboard or bought at the market. Surrounding the center target point, in each one of the 12 areas, 2 small pieces of paper that each have a question on it are pinned down. The players are separated into 2 teams. The first player of team 1 throws a dart. If it reaches the center (black zone), the team wins a point without answering a question. If it reaches the gray zone, the player draws one of the two questions and has to answer it correctly to win the point. The first player from team 2 throws his dart and proceeds the same way. And one at a time each player from each team plays. The first team to reach the total number of points set at the beginning (between 10 and 20) wins.



Dartboard example

VALUE OF THIS TECHNIQUE

Being fun, these educational games allow the development of an interesting dynamic within the group taking the course. They facilitate knowledge memorization and allow the trainer to evaluate the participants' level of acquisition while avoiding "exam" situations that are often hard to apprehend by an adult audience.

ROLE PLAY : MEETING SIMULATIONS

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CONTEXT OF USE AND OBJECTIVES

This technique allows the understanding of the necessary “soft skills” to come up with entertainment for stock breeders’ meetings. Its objective is to reinforce future trainers’ competences regarding entertainment methods during meetings. It is used during trainer courses.

TERMS OF USE

I. Preliminary reminder

The trainer gives a preliminary presentation during an hour or so to present the rules and principles of the stock breeders meetings’ animation, and different types of possible games and animations with their advantages and inconveniences.

If the course participants already have an experience of meeting animations, we can replace this presentation with exercises in sub-groups to capitalize and value their experience. This preliminary reminder phase is conducted once during the course, the number of organized simulations afterwards is variable according to the importance that we want to grant to this subject during the session. The ideal is to be able to carry out a few to allow the progressive integration of the recommendations made during the study phase.

II. Group constitutions

On the basis of voluntary candidating or by random draw the following roles are given: entertaining group (2 participants), observation group (2 or 3 participants), public group of stock breeders (the rest of the group). This phase lasts 5 minutes, each group works separately during the next phase. It is preferable to provide separate rooms or office for each one of the 3 groups so that they can prepare their performance independently.

III. Role explanation and preparation of the session

This phase lasts 30 to 40 minutes. The trainer goes into each group to explain the required work.

- ◆ **Entertaining group:** The idea is to prepare, regarding both form and content, a meeting on a given subject (technical documents can be supplied as support). After 30 minutes, they meet up with a group of stock breeders. The trainer informs them that only one of them will lead and entertain the meeting, he will be randomly chosen at the last minute;
- ◆ **Observation group:** They have 30 minutes to prepare an evaluation and appreciation grid, on both form and content, regarding the meeting that they are going to attend as external observers, and during which they will not be able to interfere. The trainer informs them of the meeting’s subject matter, which has also been given to the entertaining group, so that they will be able to establish said evaluation grid on this subject;
- ◆ **Public group of stock breeders:** They have 30 minutes to prepare themselves before the arrival of the meeting leader/ entertainer. They can decide to distribute roles (village chief, merchant, important livestock owner, stock breeders, local figure) in relation with the real local situation. The trainer has the choice to inform them, or not, of the meeting’s subject matter.

IV. Meeting simulation

This phase lasts 30 to 45 minutes. The trainer informs the public group of stock breeders of the entertainers’ imminent arrival. He asks the external observers to settle in the room where the simulation will take place, while ensuring that they are holding back to not disrupt the exercise. He/she will go get the entertaining participants, proceed to a random draw to find out who will lead the meeting and tells the other participant to join the

external observers to evaluate the gaps between what was planned during preparation and what is really happening during this simulation session.

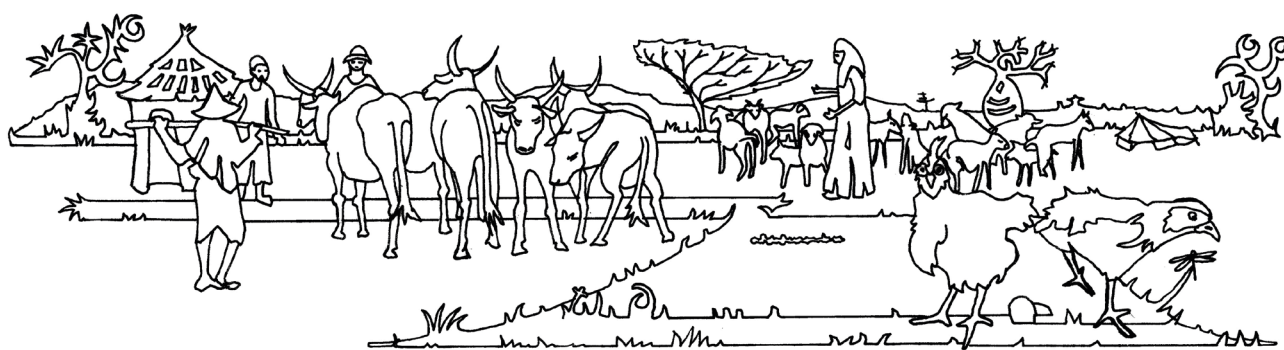
The simulation starts as soon as the entertainer enters the room where the group of stock breeders is. The trainer and the external observers must not intervene during his presentation, even if they are solicited by the actors of this scene (they must become “transparent”). The simulation goes on until it’s end, that is until the end of the meeting. However, if it lasts longer than the allocated time, the trainer may stop it.

V. Evaluation

This phase lasts about 30 minutes. The trainer must make sure the participant playing the role of the entertainer is not unsettled by the criticism raised during his/her presentation. In order to do this, he/she lets him speak first so that he/she can formulate remarks regarding his/her presentation, his/her impressions, the problems he/she ran into. He/she then asks the external observers to formulate their remarks, to share their evaluations while asking them to formulate them in a positive and constructive way. The trainer then makes a summary of the various observations, completes them and formulates advice to improve the observed weaknesses. He/she can initiate a small debate on these first conclusions and recommend that these elements be well considered by the participants during their future entertainment sessions.

VALUE OF THIS TECHNIQUE

Role play and simulation are the most efficient educational techniques to acquire “soft skills”. This allows participants to be conscious of their actual behaviors (that are sometimes different from what they think they are), which is essential for them to improve them. They are commonly used for train-the-trainer courses.



Géraldine Laveissiere © cirad-astre, 2018

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This Educational Kit consists of 8 practical sheets regarding active teaching methods and techniques. It has been made for trainers that will deploy the Animal Health Pedagogical Toolkit in the field during training and awareness-raising sessions for animal health staff.

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