

APPENDICES

Appendix A: Participatory Teaching Methods (WHO & UNICEF, 2006)

Each of teaching methods can used to teach life skills after adapting according to the context:

TEACHING METHOD	DESCRIPTION	BENEFITS	PROCESS
CLASS DISCUSSION (in small or large groups)	The class examines a problem or topic of interest with the goal of better understanding an issue or skill, reaching the best solution, or developing new ideas and directions for the group	Provides opportunities for students to learn from one another and practice seeking help from one another in solving problems Enables students to deepen their understanding of the topics and personalize their connection to it Helps to develop skills in listening, assertiveness and empathy	Decide how to arrange seating for discussion Identify the goal of the discussion and communicate it clearly Pose meaningful, open-ended question Keep track of the progress of discussion
BRAIN STORMING	Students actively generate a broad variety of ideas about a particular topic or question in a given, often brief period of time. Quantity and variety of ideas is the main objective of brain-storming Evaluating or debating the ideas occurs	Allows students to generate ideas quickly and spontaneously Helps students to use their imagination and break loose from fixed patterns of response Good discussion starter because the class can creatively generate ideas It is essential to evaluate the pros and cons of each idea or rank ideas according to certain criteria	Designate a leader and a recorder State the issue or problem and ask for ideas Students may suggest any ideas that comes to mind Do not discuss the ideas when they are first suggested Record ideas such that everyone can see these After brainstorming, review the ideas and add, delete, and categorize
ROLE PLAY	Role play is an informal dramatization in which people act out suggested situations	Provides an excellent strategy for practicing Skills, experiencing how one might handle a potential situation in real life, increasing empathy for others and their point of view, and increasing insight into one's own feelings	Describe the situation to be role played Select role players Gives instructions to role players Start the role play Discuss what happened throughout the role play
STORY TELLING	The instructor or students tell or read a story to a group Pictures, comics and photo novels, filmstrips, and slides can supplement Students are encouraged to think about and discuss important or methods, issues raised by the story after it is told	Helps students think about local problems and develop critical thinking skills. Students can engage their creative skills in helping to write stories, or a group can work interactively to tell stories Story telling lends itself to drawing analogies or making comparisons, helping people to discover healthy Solution	Keep the story simple and clear Make one or two main points. Be sure the story and pictures, if included, relate to the students. Make the story dramatic enough to be interesting Try to include situation of happiness, sadness, excitement, courage, serious thought, decision making, and problem-solving behaviors

Appendix A: Participatory Teaching Methods (continued)

TEACHING METHOD	DESCRIPTION	BENEFITS	PROCESS
SMALL GROUP / BUZZ GROUP	For small group work, a large class is divided into smaller group of six or less and given a short time to accomplish a task such as carry out an action, or discuss a specific topic or problem or a question	Useful when groups are large and time is limited Maximizes student input Lets students get to know one another better and increases the likelihood that they will consider how another person thinks and helps students hear and learn from their peers	State the purpose of discussion and the amount of time available Form small groups Position seating such that members can hear each other easily Ask each group to appoint recorder At the end have the recorder describe the group's discussion
GAMES AND SIMULATION	Students play games as activity that can be used for teaching content, critical thinking, problem solving, and decision making Simulations are activities structured to feel like the Experience	Games and simulations promote fun, active learning, and rich discussion in the classroom as participants work hard to prove their point by the combined use of knowledge, attitudes, and skills and allow student to test out assumptions and abilities in a relatively safe environment	Games Remind students that the activity is meant to be enjoyable and that it does not matter who wins Simulation Work best when they are brief and discussed immediately Students should be asked to imagine themselves in a situation or should play a Structured games or activities to experience a feeling that might occur in another setting
SITUATION ANALYSIS AND CASE STUDIES	Situation analysis activities allow students to think about, analyze, and discuss situations that they might encounter Case studies are real life stories that describe in detail what happened to a community, family, school, or individual.	Situation allows students to explore problems and dilemmas and safely test solutions It provides opportunities to work together and share ideas. Students consider the forces that converge to make an individual or a group act in one way or another, and then evaluate the consequences. By engaging in this thinking process, students can improve their own decision making skills case students practice healthy responses before they find themselves confronted with a health risk	Guiding question are useful to spur thinking and discussion Facilitator must be adept at teasing out the key point and step back and pose some 'bigger' overarching question Situation analyses and case studies need adequate time for processing and creative thinking Teacher must act as the facilitator and coach rather than the source of 'answers' and knowledge
DEBATE	In a debate, a particular problem or issue is presented to the class, and student must take a problem or issue The class can debate as a whole or in small groups	Provides opportunities to address a particular issue in-depth and creatively Health issues can be debated well, for instance, whether smoking should be banned in public places in a community. Debates allow students to defend a position that may mean a lot to them, it offers a chance to practice higher thinking skills.	Allow students to take position of their choice If too many students take the same position, ask for volunteers to take the opposing point of views Provide students with time to research their topic Monitor the debate to moderate domination by one group or person Make certain that students show respect for the opinions and thoughts presented by other debaters. Moderate the debaters from losing track of the topic/ or going off tangent.