

LePSAS LEARNING TECHNIQUES

Knowledge	After working through this lesson, participants will be able to: 1. Understand how to use a LePSAS approach and how to use it to help participants develop their own solutions to problems.
Attitude Practice	2. Willingness to learn from facilitators and participants. 3. Use the LePSAS approach in their teaching and actively involve the learner.
Overview	These two hours are the introduction to the teaching approach used in CHE. Participants have seen you modeling this for the past several days, so they should be able to share many things they have observed which have been different from the ways they've been taught in the past.
Materials	Collect these items before beginning the lesson: • Poster-size paper, markers, and masking tape • Handouts: ◦ <i>LePSAS Teaching Approach</i> ◦ <i>How Water is Contaminated</i> (Problem-posing picture) • Supplemental online video: LePSAS Learning Techniques

LESSON	(Facilitator's instructions highlighted)	60 minutes
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Starter: LePSAS Discussion (20 minutes)

Instructions: Ask participants to think about one practical thing they have learned to do outside of school. Emphasize that they should select a concrete skill, not an abstract concept. While they consider this, hang a poster-size sheet of paper with the 7 questions below written on it. 

- What did you learn?
- Why did you learn it?
- Who helped you learn it?
- What was the relationship between you and the person who helped you?
- What was the situation when you learned it? (where)
- In what way did you learn it? (how)
- Can you remember anything that made learning easier?

After they have time to think about each question, ask two or three people to share their answers. Write their answers under each question.

I. Observations from Our Training (5 minutes)

Ask the large group what they have observed about the training this week that has been different from the way they have been taught in the past.

- List their answers on a sheet of poster-size paper. Their responses should reflect a basis for teaching LePSAS because we have been modeling the approach for the whole week.
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II. Principles for Teaching CHEs (10 minutes)

Ask the question and discuss in large group:

- A. Based on the way you have learned in the past, and what you have observed this week, what can we learn about teaching CHEs?
1. Take teaching to the people.
 2. Teach where the people feel comfortable.
 3. Teach by demonstration, not just talking.
 4. Use discussion.
 5. Build friendships between the teacher and participants.
 6. Teach what the people want to learn.
 7. Encourage and motivate from visible results.
 8. Let people practice on their own.
 9. Help people evaluate their work.
 10. Follow up participants to help them individually.
 11. Build confidence between facilitator and participants.
 12. Do not become discouraged by failure.
 13. Facilitator must be willing to spend time with participants.
 14. The best teaching involves variety – using as many senses as possible.
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III. LePSAS Meaning (30 minutes)

Explain to participants that LePSAS is a way to help us remember how to make our teaching as effective as possible. It is a way to gain participation by the trainees in their learning process. Each letter stands for a specific concept:

Learner-centered
Problem-posing
Self-discovery
Action-oriented
Spirit-guided

Instructions: Discuss the questions below in the large group, **OR** break into five small groups and assign each group a different letter in LePSAS. Make a list on poster-sized paper of what we can do to make the learning process consistent with each LePSAS concept.

- A. **Learner-Centered:** How can we make the learning process Learner-Centered?
1. Start where the learners are.
 2. Take time for greetings.
 3. Provide participants with a safe and comfortable learning environment.
 4. Wear name tags and use participant's names ("Anna says...").
 5. Affirm and repeat participants statements and contributions ("Anna says...").
 6. Sit in a circle with the participants.
 7. Make eye contact.
 8. Have a scribe from the group write participants' observations on poster-size paper.
 9. Give everyone opportunity to contribute to every discussion.
 10. Work in small groups frequently so everyone contributes to solutions.
 11. Make sure topics are relevant and practical.
- B. **Problem-Posing:** How can we pose problems?
1. Start each lesson with one single, specific, solvable problem.

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2. Pose or present that single problem in a simple, engaging way to start the thinking process and lead into discussion.
 3. Pose problems using role plays, case studies, pictures, and stories.
 4. Make sure problems posed are relevant to the participants.
- C. **Self-Discovery:** How do we facilitate self-discovery?
1. Encourage and affirm participant's observations.
 2. Pose problems and invite participants to create solutions.
 3. Get people thinking together and pooling their knowledge by asking open-ended questions.
 4. Involve participants in assessing hazards, identifying root causes, identifying resources, making plans, and evaluating.
 5. Guide ideas from abstract to concrete.
 6. Go from general to specific.
 7. Wait for the "aha" moment.
- D. **Action-Oriented:** How can we facilitate Action? (Help our students apply what they have learned)
1. Help people to learn to do, not just to know.
 2. Pose specific problems that are relevant and practical.
 3. Have participants make specific plans (Who? Where? When? How?).
- E. **Spirit Guided:** How can we remain Spirit Guided?
1. Seek truth in God's Word.
 2. Pray and ask the Holy Spirit to guide us into truth.
 3. Absolutes need to be transmitted; therefore, loving correction is needed.
 4. Honor and respect all participants as made in the image of God.
 5. Trust God to transform from the inside out. Inward transformation, which comes only from Christ, is necessary before permanent behavior change occurs.
 6. Remain humble and flexible.
 7. Exhibit the fruit of the spirit in our relationships with participants.

IV. Developing A Good Starter (5 minutes)

Ask: What makes up a good starter?

1. It is short, clear, and simple.
2. It should pose one problem at a time.
3. It shows a real-life situation in a given community.
4. It stimulates discussion built on the group's experience and knowledge.
5. It should be simple and self-explanatory.
6. It should be true to the culture.
7. It should call for action.
8. It should not give the solution.
9. It should get people involved.
10. It should be a solvable problem.

V. **Demonstration: How to Ask SHOWD Questions** (5 minutes)

Instructions:

- Do a starter picture or skit *as a demonstration* for asking the SHOWD questions. Give out the *How water is contaminated picture* as an example of a starter picture.
 - Have the group pretend that they are CHEs in training.
 - Ask the SHOWD questions and encourage responses as if conducting an actual training.
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VI. **Review of SHOWD Questions** (10 minutes)

Ask the group if they remember the five questions asked following the demonstration “starter.”

S - What do you **S**ee and hear?

H - What is **H**appening? (problem)

O - Does it happen in **O**ur place?

W - **W**hy does it happen?

D - What will we **D**o about it?

What are you going to do about it? (This question is optional, but it is excellent for getting specific personal application.) With the help of the five questions, the starter has SHOWD the way to solving the problem.

In summary, explain that SHOWD leads to LePSAS teaching. It takes some time for people to get used to this style of teaching, but then they really begin to like it and find it hard to listen to the lecture method.

VII. **Presentations** (30 minutes)

Instructions:

Divide the people into small groups, with each preparing a problem-posing presentation that they will present to a second group.

After each group makes their presentation, the group will discuss it according to the LePSAS method. They will need to do this at least twice and maybe three times to begin to understand how to use this technique. It will be best to assign each group a different topic to help save time during preparation.

Suggested Topics for Problem Posing Role Plays:

- Child burned by a cooking fire
 - Alcoholic father
 - Scabies
 - Diarrhea
 - Pink eye (conjunctivitis)
 - Malnutrition
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LePSAS TEACHING APPROACH

LePSAS is an acronym leading us to a participatory teaching approach which focuses on the LEARNER, not the teacher. The intent is to involve the student in the learning process through skits, sketches, or "starters" which pose a problem without giving any answer. The "starter" encourages discussion. Many times, the larger group is broken into smaller groups to discuss multiple questions. Then each group reports back what they have discovered (observed).

The facilitator (leader) is there to draw out information as well as to provide input (knowledge) that does not come from the students. He is a helper to facilitate learning. He plays a very active role. The techniques we use to foster this type of learning are as follows:

I. Le = Learner Centered means:

- We start where learners are.
- We take time for greetings.
- We take time to find out if they are comfortable in mind and body.
- We use the learner's name when referring to them ("Anna says....").
- We set up chairs in a circle so all participants can see one another (eye contact).
- All participants, including the teacher, are seated and at eye level with each other. (The teacher is not elevated.)
- The teacher repeats the learner's statements to make sure he understands what is being said and to make sure the whole class hears it. ("Anna says . . .").
- Answers are written on large sheets of poster size paper so they can be copied later.
- The facilitator has an assistant who writes the answers on large sheets of poster size paper. This is done so teachers (facilitators) can fully participate in the teaching. Also, this keeps the facilitator from standing, which would draw attention to the facilitator rather than the problem-solving process.
- Everyone contributes something to every discussion, if possible.
- If questions or problems are brought up by the class, they are often referred back to the learners to "roundtable" (discussion in search of an answer) in small groups, even as small as two or three people.
- This encourages the group to think and to share their personal ideas.

II. P = Problem-Posing: Problem-posing involves presenting a problem to launch the teaching time and get people thinking and talking.

- This is done by using a story, sketch or skit which clearly presents one single, specific, solvable problem for each lesson.
 - o It poses or presents a single problem in a simple, clear, stimulating way.
 - o The presentation is a "starter" for the thinking process and leads into discussion.

A good Starter does the following:

- It poses a problem.
- It reveals or sharpens one's understanding of a problem.
- It stimulates the thinking process.

Why use a Starter?

- We use it as a guideline to discussion.
- It gets one's attention.
- It stimulates thinking in a group.
- It helps to make an image real.
- It helps to focus on one problem.
- It helps analyze the cause of the problem.

What makes a good Starter?

- It is short, clear, and simple.
- It poses one problem at a time.

- It shows a real-life situation in a given community.
- It stimulates discussion built on the experience and knowledge of the group members.
- It should be true to the culture.
- It calls for action by revealing a real need.
- It should not give the solution.
- It gets people involved.
- It should be a solvable problem.
- After presenting a Starter, the discussion is encouraged by using six specific questions:
 1. What things or people did you **See**? (In the "starter")
 2. What was **Happening**? (What was the specific problem posed?)
 3. Does this happen in **Our** place?
 4. **Why** does it happen?
 5. What can we **Do** about it?
 6. What are you going to do about it? (This question is optional, but it is excellent for getting specific personal application.)

With the help of these five questions, the starter has SHOWD us the way to solving the problem. Not all the questions are asked every time.

III. **S = Self-Discovery** is essential to good learning.

- The learner discovers self-worth when she/he is taken seriously by the teacher and the other learners.
- Through dialogue the learner discovers within her/his own thinking a good part of the answer to the problem.
- A good lesson will lead to the learner exclaiming "Aha!" "I see!"
- All people have some knowledge. Therefore, we want to build on what they already know.
- Most of the desired knowledge will come from the group and usually from many different individuals. No one person has all the answers.
- Incorrect answers are made more "acceptable" by the facilitator's rephrasing the question, or by asking what the group thinks. The right answer will normally come from the group itself, so the facilitator does not have to always correct negative or wrong answers.

IV. **A = Action-Oriented**: Without action, learning is only "head" knowledge.

- "Good teaching is helping people learn to do something."
- That "something" is to solve the specific problem which was posed in the lesson.
- The lesson is not completed until learners have made plans for acting on that solution: Who? Where? When? How?

V. **S = Spirit-Guided**: Without the guidance of the Holy Spirit, we can fall into humanistic teaching.

- All teaching of spiritual truth is effective only through the enabling of the Holy Spirit.
- We are seeking to teach God's eternal truth. The Holy Spirit is both author and interpreter of God's Word. As we depend on Him, He enables us to communicate God's truth with authority and clarity.
- The Holy Spirit changes lives. He alone can produce the change of heart (inward) which results in a permanent change of behavior (outward).
- The role of the facilitator is to be a sensitive and Spirit-controlled guide in the learning process. Since not all answers are correct, he must be able to lovingly and patiently correct, without destroying the person's self-worth.

HOW WATER IS CONTAMINATED

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