

LePSAS LEARNING TECHNIQUES

Date: 05/92

(3 HOURS)

- OBJECTIVES:**
1. Participants will be able to understand the LePSAS approach to teaching.
 2. Participants will be able to explain what LePSAS stands for and can ask the five SHOWD questions.
 3. Participants will be able to present a problem-posing role play as a starter.

OVERVIEW FOR TRAINERS: These three 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 previous ways they've been taught in the past.

METHOD	TIME	KNOWLEDGE
<p>I. Ask participants to think about one practical thing they have learned to do outside of school. Give them a few minutes to do this and then put up newsprint of the 7 questions to answer on what they have learned. Emphasize that they should think of something which is concrete and not an abstract concept.</p> <p>After they have had time to think about each question, then ask two or three people to share their answers. Write their answers under each question.</p> <p>Summarize the answers for each of the questions.</p>	20"	<p>I. <u>Questions to answer:</u></p> <ul style="list-style-type: none"> - <u>What</u> did you learn? - <u>Why</u> did you learn it? - <u>Who</u> helped you learn it? - What was the <u>relationship</u> between you and the person who helped you? - What was the situation when you learned it? (<u>where</u>) - In what way did you learn it? (<u>how</u>) - Can you remember anything that made your <u>learning easier</u>?
<p>II. Ask the large group what they have observed about our teaching this week that has been different from the way they have been taught in the past. List the answers on newsprint. The answers which they bring out should be the basis for teaching LePSAS because we have been modeling the approach for the whole week.</p>	20"	
<p>III. Based on the way you have learned in the past, and what you have observed this week, what can we learn about teaching CHEs?</p>	10"	<p>III. <u>Principles for teaching CHEs based on the way we have learned before:</u></p> <ul style="list-style-type: none"> - Take teaching to the people. - Teach where the people feel comfortable. - Teach by demonstration, not just talking. - Use discussion. - Build friendships between the teacher and participants. - Teach what the people desire to learn.

LePSAS LEARNING TECHNIQUES

METHOD	TIME	KNOWLEDGE
<p>IV. Explain that LePSAS is a way to help you remember how to make your teaching as effective as possible. Each letter stands for a certain idea.</p>	45"	<ul style="list-style-type: none"> - Encourage and motivate from visible results. - Let people practice on their own. - Help people evaluate their work. - Follow up participants to help them individually. - Build confidence between facilitator and participants. - Do not become discouraged by failure. - Facilitator must be willing to spend time with participants. - The best teaching involves variety – using as many senses as possible.
<p>The content can be drawn from the large group OR</p>		<p>IV. <u>LePSAS stands for:</u> Learner-centered Problem-posing Self-discovery Action-oriented Spirit-guided This is a way to gain participation by the trainees in their learning process.</p>
<p>OPTION</p> <ul style="list-style-type: none"> - Break into five groups. - Explain heading for LePSAS. - Assign each group a different letter in LePSAS. They are to list the different ways or things they would do to accomplish their heading. - Report back. 		
<p>A. What does learner-centered mean? FOCUS IS ON THE LEARNER</p>		<p>A. Learner-Centered</p> <ul style="list-style-type: none"> - Start where the learners are at by... - Taking time for greetings. - Taking time to find out if they are comfortable in mind and body. - Teacher uses learner's name ("Anna says..."). - Teacher repeats learner's statements ("Anna says..."). - All sit in a circle including the leader. - Everyone is at eye level and in eye contact with everyone else. - Someone other than the leader does the writing. - Everyone contributes something to every discussion, if possible. - The problem is often referred

LePSAS LEARNING TECHNIQUES

METHOD	TIME	KNOWLEDGE
<p>B. Why is it important? IT HELPS THE FACILITATOR KNOW WHERE THE LEARNER IS IN HIS UNDERSTANING.</p>		<p>back to the learners for their personal ideas or for “buzzing” in twos or threes or in small groups.</p> <p>B. Problem-Posing</p> <ul style="list-style-type: none"> - Start where the learners are at regarding one single, specific, solvable problem for each lesson. - Pose or present that single problem in a simple, clean, stimulating way. - That presentation is a starter of our thinking process and leads into discussion. - One technique for starting discussions is a problem-posing starter. The starter does... - It is something which poses a problem. - It is something that reveals or sharpens a problem. - It is something which starts the process of thinking. - Why use a starter? We use it as a guideline to discussion. - It gets people’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.
<p>C. How do we accomplish this? See knowledge column Learners should be able to tell you based on the last exercises.</p>		<p>C. Self-Discovery</p> <ul style="list-style-type: none"> - The learner discovers self-worth when s/he is taken seriously by the facilitator and other learners. - Through dialogue (conversation or the inductive method), the learner discovers within her/his own thinking a good part of the answer to the problem. - A good lesson will lead the learner exclaiming, “Ah ha!” - Most of the desired knowledge will come from individuals within the group.

LePSAS LEARNING TECHNIQUES

METHOD	TIME	KNOWLEDGE
<p>D. What does action oriented mean? PUTS INTO PRACTICE WHAT IS LEARNED. Why do it? SO PEOPLE DON'T FORGET. THE WAY TO SOLVE A PROBLEM IS BY ACTUALLY DOING IT. How do we put it into action? ASK WHAT, WHO, WHEN, WHERE, AND HOW IT WILL BE DONE.</p>		<ul style="list-style-type: none"> - Incorrect answers are made acceptable by modifying them when they are repeated. - Go from known to unknown. - Go from concrete to abstract. - Go from general to specific. <p>D. Action-Oriented</p> <ul style="list-style-type: none"> - Good teaching is helping people to learn to do something. - That something is to solve the specific problem which was posed in the lesson. - The lesson is not complete until learners have made plans for acting on that solution (Who? Where? When? How?).
<p>E. What does spirit-guided mean?</p>		<p>E. Spirit-Guided</p> <ul style="list-style-type: none"> - All teaching under the guidance of the Holy Spirit. - Without the Holy Spirit, the teaching can become humanistic. - Absolutes need to be transmitted; therefore, loving correction is needed. - God is the final authority. - Facilitators do give input. - We are seeking to teach God's eternal truths. The Holy Spirit enables us to communicate the truth. - The Holy Spirit changes lives from the inside out, not us. - Inward transformation necessary which only comes from Christ before permanent behavior changes. - Humbling and encouraging for us as believers – God is at work.
<p>V. Do a starter picture or play as a demonstration asking the SHOWD questions. Have the group pretend that they are CHEs in training. Draw out the SHOWD questions like it is to be done in an actual training.</p>	15"	

LePSAS LEARNING TECHNIQUES

METHOD	TIME	KNOWLEDGE
VI. Ask what makes up a good starter.	5"	VI. <u>What makes a good starter:</u> <ul style="list-style-type: none"> - It is short, clear and simple. - It should pose one problem at a time. - It shows a real life situation in a given community. - It stimulates discussion built on their experiences and thus, the group's knowledge. - It should be simple and self-explanatory. - It should be true to the culture. - It should call for action. - It should not give the solution. - It should get people involved. - It should be a solvable problem.
VII. Ask the group if they remember the five questions asked during the demonstration starter.	10"	VII. <u>Review of SHOWD questions -</u> Used to solve the problem presented. <p>A. What do you <u>S</u>ee and hear? S</p> <p>B. What is <u>H</u>appening? (problem) H</p> <p>C. Does it happen in <u>O</u>ur place? O</p> <p>D. <u>W</u>hy does it happen? W</p> <p>E. What will we <u>D</u>o about it? D</p> <p>What are <u>you</u> going to do about it? (This question is optional, but it is excellent for getting specific personal application.)</p> <p>With the help of the five questions, the starter has SHOWD the way to solving the problem.</p> <p>In summary, explain that SHOWD makes the teaching LePSAS. 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.</p>
VIII. Divide the people into small groups with each preparing a problem-posing presentation to give to a second group. After they have made their presentation, the group will discuss their presentation in light of 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.	45"	VIII. <u>Presentations:</u> Suggested Topics for Problem Posing Role Plays: <ul style="list-style-type: none"> • Child burned in cooking fire • Alcoholic father • Scabies • Hoof in Mouth Disease • Diarrhea • Pink eye (conjunctivitis) • Malnutrition

LePSAS LEARNING TECHNIQUES

ATTITUDE: Facilitators and learners have much to learn from each other. We must start from where the people are for learning to take place. The more the learner participates, the greater the learning will be.

SKILL: Participants use the LePSAS approach in their teaching and actively involve the learner.

EVALUATION: Participants can use the problem-posing starter effectively.

MATERIALS:

- Newsprint
- Marking pens
- Masking tape
- LePSAS Teaching Approach* handout
- Problem-posing teaching picture on yellow plastic/newsprint

This lesson is used in: Program Trainings – TOT I, Vision, HIV TOT, Urban TOT

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" fosters discussion. Many times the larger group is broken into smaller groups for discussion of many questions. Then each group reports back what they have found (observed).

The facilitator (leader) is there to draw out information as well as to give input (knowledge) that does not come out 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 that we:

- Start where learners are.
- Take time for greetings.
- Take time to find out if they are comfortable in mind and body.
- The teacher uses learner's name ("Anna says.....").
- The chairs are set up 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 newsprint so they can be copied later.
- The facilitator has an assistant who writes the answers on newsprint. This is done so he can fully participate in the teaching and not be standing, thus attention is on the learner, not the facilitator.
- 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 for "buzzing" in twos or threes or in small groups.
- This encourages the group to think and to share their personal ideas.

II **P = Problem-Posing** involves in presenting a problem to open 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.
- It poses or presents a single problem in a simple, clear, stimulating way.
- That 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 special 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 (conversation or the inductive method), 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 "Ahah!" "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 re-phrasing 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.