

**Lesson Plan 12: Giving Clear Instructions****50 minutes total****Lesson Description**

In this lesson, participants learn techniques for giving clear instructions to facilitate active learning with groups.

**Learning Outcomes**

At the end of this session participants will be able to:

1. Explain why clear instructions are important for learning.
2. Demonstrate techniques for giving clear instructions.

**Materials**

- Flip chart paper
- Tape
- Markers
- Two pieces of blank paper for each participant
- Energizers Hand Out* (See end of lesson plan)

**Preparation**

- Read and prepare the lesson plan
- Print copies of *Energizers Hand Out* (1 for every 5 participants)
- Write learning outcomes on the flip chart

**Introduction****10 minutes**

1. Give each participant a piece of paper and ask them to close their eyes.
2. Tell the participants that they are not allowed to ask questions.
3. Read the following instructions:
  - Fold the paper in half and tear off the bottom right corner
  - Fold the paper in half again and tear off the upper right corner
4. Ask the participants to open their eyes and show everyone their unfolded paper. It is very unlikely that the results will be the same.

5. Ask the participants: “Why did this happen?” *This happened because people interpreted the instructions differently. They couldn’t see an example and couldn’t see what other people were doing, so they each interpreted the instructions their own way.*
6. Explain that participants understand things differently based on their experiences. If you do not clearly communicate the desired outcome, people may end up doing things differently from how you anticipated.
7. Present the learning outcomes or lesson description.

## Giving Instructions

15 minutes



1. Tell the participants that they are going to do the activity from the introduction again, but this time with more specific instructions.
2. Distribute a second piece of paper to participants and ask them to close their eyes.
3. Read the following instructions to participants. Pause between each instruction to ensure everyone understands before moving on:
  - Hold your paper in landscape position, with the long sides of the paper at the top and bottom and the shorter sides of the paper in your hands.
  - Rip off the upper right corner of the paper
  - Bring your hands together from left to right, folding the paper in the middle.
  - Hold the folded edge of the paper in your left hand. The ripped corner should be in the upper right side.
  - Rip the bottom left side of the paper, along the folded edge.
4. Ask participants to open their eyes and compare pieces of paper.
5. Ask the participants: “Which instructions were more effective, the first or the second? Why?”
6. As a large group, ask the participants to identify effective strategies for giving clear instructions, based on their discussion. Record the answers on the flip chart. Title the list of strategies “Giving Clear Instructions”.

### *Examples*

- *Give a small amount of information at one time.*
- *Ask participants to do one thing at a time.*
- *Show an example of what you mean.*
- *Give the instructions in chronological order.*
- *Always share the goal of the activity at the beginning; people follow instructions better if they know the final goal.*
- *Be specific, even if it takes more time.*
- *Break into groups after the instructions are given, not before.*

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**Practice Giving Instructions****20 minutes**

1. Explain that in small groups, participants will practice giving instructions for energizers. Each participant will select one energizer and practice giving instructions to their group. Group members will give feedback to each other about the clarity of their instructions.
2. Break the participants into groups of 4 to 5. Hand out the *Energizers Handout* to each group and ask them to find a space to practice giving their instructions.
3. As a large group, ask participants to share any reflections on giving and receiving instructions. Reinforce that you want them to discuss the instructions, not the content; there will be another time to discuss the content of the energizers.
4. If new strategies are mentioned for giving good instructions, add them to the list (*Giving Clear Instructions*) on the flip chart paper.

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**Review****5 minutes**

1. In pairs, ask the participants to select what they believe to be the three most important strategies for giving clear instructions.

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**Reflections on Lesson**

## **Energizers Hand Out**

All energizers come from International HIV/AIDS Alliance publication “100 Ways to energize groups: Games to use in workshops, meetings and the community.”

### **Howdy Howdy**

Participants stand in a circle. One person walks around the outside of the circle and taps someone on the shoulder. That person walks the opposite way around the circle, until the two people meet. They greet each other three times by name, in their own language. The two people then race back, continuing in opposite directions around the circle, to take the empty place. Whoever loses walks around the outside of the circle again and the game continues until everyone has had a turn.

### **Who is the leader?**

Participants sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a ‘leader’. The leader must perform a series of actions, such as clapping, tapping a foot, etc, that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him/her. The leader must change the actions at regular intervals, without getting caught. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

### **The sun shines on...**

Participants sit or stand in a tight circle with one person in the middle. The person in the middle shouts out “the sun shines on...” and names a colour or articles of clothing that some in the group possess. For example, “the sun shines on all those wearing blue” or “the sun shines on all those wearing socks” or “the sun shines on all those with brown eyes”. All the participants who have that attribute must change places with one another. The person in the middle tries to take one of their places as they move, so that there is another person left in the middle without a place. The new person in the middle shouts out “the sun shines on...” and names a different colour or type of clothing.

### **Mime a lie**

Everyone stands in a circle. The facilitator starts by miming an action. When the person on their right says their name and asks “What are you doing?,” they reply that they are doing something completely different; for example, the facilitator mimes swimming and says “I am washing my hair.” The person to the facilitator’s right then has to mime what the facilitator said that they were doing (washing their hair), while saying that they are doing something completely different. Go around the circle in this way until everyone has had a turn.



## **Robots**

Divide the participants into groups of three. One person in each group is the robot controller and the other two are the robots. Each controller must manage the movements of their two robots. The controller touches a robot on the right shoulder to move them to the right, and touches them on the left shoulder to move them to the left. The facilitator begins the game by telling the robots to walk in a specific direction. The controller must try to stop the robots from crashing into obstacles such as chairs and tables. Ask participants to swap roles so that everyone has a chance to be the controller and a robot.

## **Filter, human, Pathogen**

In this game the filter beats the pathogen, the human beats the filter, and the pathogen beats the human. A scary pose represents a pathogen, a flexing pose represents a human, and a boxed-shaped pose represents the filter. Decide on these poses as a group.

Participants divide into two teams. Each team decides whether they will be a filter, human or pathogen without telling the other team. The teams stand with their backs to each other. On the count of three they turn around to face the other team and mime an action representing what they are. Sometimes, neither group will defeat the other because they will both choose to be the same thing. Repeat several times.

