

SHOWeD Method from Beyond the Dispensary by Roy Shaffer, 1986. AMREF.

A problem must be posed in a stimulating way. Paulo Freire’s name for this presentation of a problem is a “code.” It may be that he had in mind the student’s struggle to unlock the problem as in unlocking a secret code. Freire also used the expression “starter” as something which started the student thinking personally about the problem posed.

The starter can be in the form of a picture, play, demonstration, song, story, etc. But it must fit certain qualifications:

- It must portray only a single, simple, specific problem.
- It must be clear and thus easily understood
- It must be relevant and close to the hearts and experiences of the students
- It must pose a problem
- It must not pose solutions to that problem
- It should sensitive students to the problem and its relevance to their own lives
- It must be coupled with a series of specific, evocative questions
- Its questions will concern what students have seen, heart and thought about the problem posed
- It, with the questions, should generate in the students an emotional response that leads them into action for change
- Its purpose is NOT to transmit new knowledge, or remind the observer what is already known.

The SHOWeD method is a way to induce learning through problem solving.

Question to be asked about the starter which has just been seen	Explanation of the purpose of the questions
1. What things did you SEE ?	Have the people and the physical objects portrayed by the starter been properly recognized by students? This is mainly a clarification question
2. What was HAPPENING ?	Did students recognize the problem-posed as being a problem? In their minds was it an issue? This is a key question.
3. Does this (problem: happen in OUR community?	Is it relevant to and does it reflect students personal experience? The question is intended to personalize or internalize the problem, to “plant” it in the soil of their own thinking and experience and sensitivity.
4. WHY does this problem happen?	This question is to evoke causation of the problems. Also what are the complications arising from this problem
5. What are we, here, now, going to DO about this problem?	What solutions are there either by cure or prevention? This is an ACTION question leading to subsequent questions such as Who? Where? When? How? , etc. These subsidiary questions take them to the community where the real problem is waiting to be acted upon.

The 6 A checklist for the learner centered emphasis from The Beyond the Dispensary by Roy Shaffer, 1986. AMREF.

The emphasis upon learner centeredness can be said to rest upon six foundation stones.

1. AT	Start building the lesson where the trainees are at. Take into account their circumstances, their situation, their emotional state. (rich or poor, happy or sad, etc.)
2. AWARENESS	Build the lesson upon the trainees already existing awareness (Knowledge, experience and sensitivity about the problem.)
3. ATTITUDE	Build up during the lesson a good attitude in the trainee towards her/himself, other trainees and the problem. To this end, the teacher will: <ul style="list-style-type: none"> -Always start with friendly personal introductions -Frequently use the student's name -Quote the student's observations to the whole group -Pay attention to all students, whether they be bright, dull, helpful or unhelpful -Accept any student ideas without putting them down Further a good attitude is fostered by reward, reinforcement and reminder
4. AGREEMENT	Building using as mortar whatever ideas, opinions or interested the trainees or community have in common
5. AIDS	Communicate with the help of audiovisual aides that are relevant to the student. In particular build with codes or starters.
6. ACTION	Build into every session some specific problem solving action that the student will apply in their community. The final phase of every lesson must be detailed participatory planning <u>on how to take</u> the specific action of that lesson to the neighborhood (<u>who, when, where</u> , etc)