



MEETING DIVERSE BARRIERS TO LEARNING*

▶ ABOUT THIS ACTIVITY

 **Time:** 45 minutes

 **Objectives:** By the end of this session, participants will be able to:

- Understand that peers learn in different ways and at different speeds.
- Identify ways to overcome barriers to learning.

 **Training Methods:** Brainstorm, Small Group Activity

 **In This Activity You Will...**

- Define to the group the main ideas behind using MARS (Motivation, Association, Repetition and Senses) (10 minutes).
- Distribute, assign small groups to complete activity “Meeting Diverse Barriers to Learning” (15 minutes).
- Ask small groups to share what they wrote on the activity sheet (15 minutes).
- Summarize in a large group the impact using MARS can have on clients learning (5 minutes).

 **Materials:**

- Newsprint
- Markers
- Tape
- Handout - Meeting Diverse Barriers to Learning

 **Preparation:**

- Print handout

Instructions

Note: This module should be completed after the “Motivation to Learn” module or after you have covered the MARS technique (Motivation, Association, Repetition, and Senses).

1. Ask participants to turn to the Meeting Diverse Barriers to Learning Worksheet.
2. Ask the entire group for additional barriers to add to the list.
3. Divide the group into three small groups and assign an equal number of barriers to each group.
4. Have each group choose a “recorder” and “reporter”. Ask each group to:
 - Decide how a peer educator could enhance learning when there are barriers to learning.
 - Identify which of the MARS strategies is being used, if applicable.
5. Have the recorder capture their group’s ideas on their newsprint.
6. Have each reporter report their group’s answers to the entire group.

Summary

- Peers learn in different ways and at different speeds.
- Peers learn through reading, completing written documents, watching videos, practicing skills and/or participating in group activities.
- Peers bring to their sessions a diverse set of barriers that affect their ability to learn.

* This module is part of the online toolkit *Building Blocks to Peer Success*. For more information, visit http://www.hdwg.org/peer_center/training_toolkit. This module comes from the Missouri People to People Training Manual, 2008.

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SESSION HANDOUT

MEETING DIVERSE BARRIERS TO LEARNING WORKSHEET

Instructions

Complete the chart. In the first column are barriers to learning. In the second column, write how a peer educator could enhance learning if there that might be a barrier. Then, in the third column identify which MARS strategy is being used, if applicable. The first strategy is filled in as an example. Add barriers and strategies if time permits.

Barriers	Strategies to Enhance Learning	MARS Strategy Used
Reading Ability (Low literacy level – peer client has difficulty reading)	<ul style="list-style-type: none"> • Use simple, clear terms. • Check often for understanding • Use visuals when possible. • Help client understand benefits of learning the new information. For example: explain how medication adherence is beneficial to health. 	R S M
Cultural Background (Client is an African American Gay Man and you are not).		
Language (Client has limited English communication skills)		
Interest (Client level of interest towards medication adherence is low)		
Attitude (Client has a negative attitude toward using barrier methods)		
Active Substance Use (Client regularly uses drugs and alcohol)		

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SESSION HANDOUT ANSWER KEY

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Barriers	Strategies to Enhance Learning	MARS Strategy Used
Reading Ability (Low literacy level – peer client has difficulty reading)	<ul style="list-style-type: none"> • Use simple, clear terms. • Check often for understanding • Use visuals when possible. • Help client understand benefits of learning the new information. For example: explain how medication adherence is beneficial to health. 	R S M
Cultural Background (Client is an African American Gay Man and you are not).	<ul style="list-style-type: none"> • Use common language and experiences • Check for understanding • Use of visual aids 	R S A
Language (Client has limited English communication skills)	<ul style="list-style-type: none"> • Check often for understanding • Use materials in both English and client’s native language. • Use of visual aids 	R A
Interest (Client level of interest towards medication adherence is low)	<ul style="list-style-type: none"> • Motivate client by outlining benefits of medication adherence. • Association – Pose questions that recall past experiences. For example, how did you feel in the past when you had a cold or stomachache and did not take any medications to alleviate the symptoms? How did you feel when you took medication like Tums or Tylenol when you were ill? 	M A
Attitude (Client has a negative attitude toward using barrier methods)	<ul style="list-style-type: none"> • Motivate client to the benefits of using condoms, dental dams, or female condoms. • Repetition – Review and practice with penile models the correct way to put on a condom. (This creates self-efficacy and confidence so client can feel more comfortable using this skill) 	M R
Active Substance Use (Client regularly uses drugs and alcohol)	<ul style="list-style-type: none"> • Motivate client by outlining benefits of taking care of their health • Educate on interactions between medications and substance use 	M A