



Feed the Future Innovation Lab for Collaborative Research on Horticulture

Extension

“ASK ME”

“TIGRS”

“AID”



A workbook for Impact

By Mark Bell

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Note: This workbook is developed from material taught as part of an 80 hour course. For each step, there are more fact sheets and worksheets available through AgExtOnline.com

A collaboration of the Hort Innovation Lab, the International Ag Extension Academy with AVRDC and Kasetsart University.



Introduce your neighbor

Name, _____
 Country, _____
 a hobby _____
 and their interests in in terms of extension? _____

Extension

“Extension is getting _____ to farmers, so that they can make a positive _____”

Key concepts

“_____” – Extension Framework
 “_____” – Factors for success
 “_____” – Making information compelling

Marketing exercise

Selling a product involves the same steps as “selling” _____

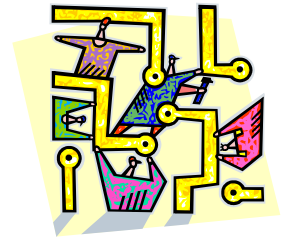
1. Have a framework - “ASK ME”

A _____ and needs	_____ are they? What do they need and _____
S _____	What is practical and _____ to meet the needs?
K _____ message	What do people need to _____ to make the change?
M _____ form and delivery	How can the message best be _____ and _____
E _____	How can each step be _____

Where should you work?

Discussion Question

What factors would you consider in deciding where to work?



Your ideas

Consider:

Factor	Considerations
R_____	socio-economic and physical factors
Potential for _____	technical intervention and(s), inputs and markets available?
P_____ considerations	Any need to align with efforts/projects?
Avoid _____	How many projects and programs are already active.
_____ collaborators	Cooperation and contribution of their own resources
Good _____	Ease of contact, visibility, activity and follow-up.
_____ potential	Applicability to other areas and other groups.



Audience

Describing your audience¹. What consider?

Is there more than one group? How might this affect your approach?

What are their needs? Identify 5-7 criteria to rate problems and needs.

	Evaluation
_____ of problem (% area and % farmers affected)	
Percent of _____ affected	
_____ of occurrence (each season, every third season?)	
_____ of problem (e.g., Agronomic - crop damage, Social - labor required, yield loss, Political – market access)	
Does a _____ solution exist	
Effect on environment	
Other	

Matrix for distinguishing perception versus problem.

	Is perceived as a problem	Is not perceived as a problem
Is a problem		
Not a problem		

Test of key “Audience” concepts. Word options for the gaps: **mango** ; **client** ; **needs**

Projects must be _____-focused and _____-driven (not supply-driven).

¹ Literacy, Resources, Location, Farming system,

Summary Exercise sheet.

Audience.

1.1 Describe the audience you plan to work with:

1.2 Use the criteria, etc. and identify a major problem or need for your audience.

Solutions

2.1 Problem summary sheet:

Problem	True Cause*	Recommended Option(s)+	Type of change/benefit	Has it been validated locally?	Who can adopt	Best media to learn about technology
Example. Brown plant hopper	Excessive early spraying	Reduce early spraying	Save money, less labor	Yes	All	Field demonstrations, brochure, radio...

Key message. Distill your message into its simplest form (as a set of bullet points)

Problem being addressed _____

Target audience: _____

Briefly summarize the benefits (e.g., greater returns, less labor, better safety, lower risk)

- _____
- _____

Are benefits very obvious? _____

Can the farmer easily test the practice? _____

Note any risks or reasons some farmers may not want to adopt the new technology

- _____
- _____

Summary Exercise sheet (Cont'd)

Briefly list the essential parts of the extension message (i.e., the minimum knowledge needed to correctly apply the technology)

- _____
- _____
- _____
- _____
- _____
- _____
- _____

How can you best distribute this information to lead to behavior change?

Method	Priority for development	Relative cost	Time required	Expertise available?	Comment
Fact sheet					
Poster					
Workshop					
Radio					
Video					
TV					
Call center					
SMS messaging					
Web					
Field demonstration					
Personal discussion					

List of contributors

For more information: _____

Solutions

1. Pick a technology that you know was promoted but did not succeed. Analyze why.

Technology	Why did it fail (or have limited success)
	1. _____
	2. _____
	3. _____

What do we have to keep in mind?

2. What criteria use to evaluate solutions? Fill in the table:

Factor	Evaluation*	Word options
True _____ is known		Benefit Cause Environment Market Tested
Clear _____ (labor, profit, yield?). (Use economic analysis below)		
Easily _____ Availability of inputs Labor Available Easily understood Fits with farming system		
Risk (more less, same?)		
_____ for extra production?		
Effect on _____		
Other		

Common farmer concerns and interests

Which 3 problems often emerge as the top areas of farmer interest and concern?

Area of interest	Top three ² ?
Crop establishment	
Crop nutrition	
Drying/processing	
Harvest	
Irrigation	
Land preparation	
Markets and prices	
Pest management	
Product Transport	
Storage	
Variety and seed source	
Weather	
Other?	

² Top three: Prices, weather, pest management

Test key concepts. Word options for the gaps: **tested** ; **apple** ; **clear**

Good solutions 1) show _____ benefit, and 2) can be easily _____.

Key message

Key message

The balance between too much and too little information depends on _____

Your message needs to be _____, **concise** and _____.

“Everything should be made as simple as possible, but not simpler.” Einstein

List factors that would be “key” for the farmer to implement the solution.



Test Key concepts

Word options for the gaps: **little** ; **nice** ; **pie** ; **need** ; **audience** ; **communication** ;

The information needed for the extension message depends on the _____ – too much or too _____ information means poor _____. Identify the essential elements. What does the user _____ to know versus what is _____ to know. Your message needs to be **simple**, **concise** and **clear**.

Message form and delivery

Message form and delivery

Two elements How you _____ and how you _____

True or False: Communication = talking?

How would you draw communication?

Why does communication not work?

Examples of filters:

Where do farmers get information now?

Farmers

Best ways to share information?

Method	Reach	Effectiveness

What is the most effective way to convince farmers?

Seeing is _____

Extension aims for communication + _____

Important factors for project success?

“TIGRS” - Factors that emerge repeatedly as important in Extension

Keys to successful implementation	Choose answers from:
T _____ in the message and messenger	T Technical , Trust , Too late
I _____ approach Engage farmers	I Integrate , Insect , India
G _____ R _____ Practical, Demand-driven, Clear benefit (with market), Easily tested	G Gravity, Gadget, Good R Red, Repel, Recommendations
S _____ is believing	S Sincerity, Saturation, Seeing

How do you build trust?

Turning information into action

A_____

I_____

D_____

What are some key words related to making something “easy to test”?

The tea bag exercise

Communication is best when _____

Pictures or “seeing” is much more effective than just _____

Fact sheet elements?

Catchy _____

What's the _____

Why important

What _____

Use pictures

Contact info and branding

Posters

Pictures, Less _____ - more _____

Planning a delivery event – Workshops

Adult learning

What's important? What keeps your interest?

How adults learn³? Fill in the blanks from the list

Factors affecting adult learning	Word choices
1. Adults need to see _____ of the topic to their situation.	1. Boring
2. Ten minutes is the _____ to the typical adult attention span (at that point do something different)	2. Engaged
3. Adults need to be _____ – they learn through 1) hearing, 2) practicing, and 3) adopting	3. finish
4. People don't pay attention to _____ things	4. limit
5. The brain _____ best the first and last points	5. relevance
6. A certain amount of careful _____ helps short term memory retention	6. remembers
7. The two points immediately above highlight the benefit of structuring your interactions to 1) tell people what they will learn, 2) tell them in more detail and 3) _____ by summarizing (i.e., careful repetition).	7. repetition

People learn more when they

Have _____

Are _____

I hear and I _____. I see and I _____. I do and I _____

³ **Correct answers:** 1. Relevance, 2. Limit, 3. Engaged, 4. Boring, 5. Remembers, 6. Repetition, 7. finish

3 Key concepts for a workshop

1. Who is the _____?
2. What is the _____ or _____ to be addressed?
3. What does your audience need to _____ or be able to _____ to address the major issue(s)?

Writing good learning objectives

What should be included in designing an event?

Key to a good workshop is to identify your audience and the learning objectives:

1. Make a start (The “stem”) e.g., After completing the lesson, the participant will be able to ..
After this unit, the participant will (have)

2. Add an (action) verb

e.g., analyze, identify, solve, recognize, construct, compare, contrast, list, etc.

Use verbs that are clear.

Improve adult learning by having clear learning objectives.

3. Finally, add the product, process, or outcome(s)

1. The stem

2. Action verb

Example. After completing this lesson, you will be able to write clear learning objectives based on three key elements.

3. Clear Outcome

Exercise. See how you might improve the examples below using the three elements of good learning objectives.

Poorly written	Better example
Know how to use a spike tooth harrow	After the course, the participants will be able to describe the goals and conditions required for successful use of a spike tooth harrow.

Improve ” Teach about extension” as a learning objective

Workshop elements

1. _____
2. _____
3. _____
4. _____ and outputs
5. _____ and time
6. _____
7. _____ schedule
8. **Materials and** _____ **team**
9. _____

Practical challenges

What can go wrong?	What can you do?

Test Key concepts

Word options for the gaps: **understand** ; **concise** ; **compelling** ; **banana**

Your message must be **simple**, _____, _____ and **clear**.

You want people to **learn about**, _____ and be able to successfully **test** new options.
Information sources must be _____.

Evaluation

Evaluate the technology.

What will you measure to assess the technology (e.g., farmers' insecticide use; farmers' target pests' crop stages when farmers spray' insecticide sales; belief index)?

Your recommendation	What will change*?	How measure change?

* e.g., yield, income, quality, labor, risk...

Evaluate message delivery?

	How assess?
Awareness? To what extent have people heard of the recommendation?	
Message clarity? Do people understand what is being proposed?	
Effectiveness? Why do people adopt or not adopt?	

Test Key concepts

Word options for the gaps: **pomegranate ; improve ; understand**

Listen, learn and respond to _____

Collaboration challenge

Outputs

Resources. AgExtOnline.com

Exercise. In groups,

Identify an audience and a problem of interest

1. Draft a fact sheet, and
2. Prepare a workshop outline (use below), and use that to give a small (10 min max) class to the rest of the group (using interactive methods!)

1. Activity 1. In groups, develop a fact sheet:

Remember: Use pictures and brand your sheet.

Catchy Title

Problem. What's the problem being addressed and why is it important?

Start here: Who's your interest, what are their problems, needs and interests that you can do something about?

Actions. What are the specific steps you can take to address the problem?

For more: Contact info

2. Activity 2. In groups, present a mini class (10 minutes maximum) to teach your colleagues about a problem of interest to them.

Remember to engage your audience!

You can use the information from your fact sheet.

Preparation: background outline to prepare for your short class.

Title. _____

Audience and needs

Problem of interest

Background (why this workshop)

Participants (who are they? What's their background and education?)

Objectives

Clear objectives make for a good workshop

After the workshop, the participants will be able to:

1. _____
2. _____
3. _____

Solutions

Outputs (what will they know or be able to do at the end of the short class)

1. _____
2. _____
3. _____

Remember: Who is your Audience? What do they need? How can you best engage and communicate with them?

Dates and Location

Instructors

Instructor	Theme	Contact details

Lesson plan for your 10 minute class (This is information to help you give your actual class)

Introduction – What you will do to set the scene and introduce the theme:

Class Objectives and Key concept(s) to communicate:

Solution and Key message

--

Message form and delivery

What will you do* to communicate the concepts and engage the people so they learn?

Concept	Activity

***Methods to engage your audience**

Activities
Exercises
Quiz
Play acting
Video
Writing
Questions
Drawing
Group discussion
Other.....

Evaluation

How will you check or reinforce understanding: _____
(e.g., recap, reflect...)

