

# Pros and Cons Activity

- ❖ This comparison activity allows participants to consider the different perspectives of a concept
- ❖ Engages learners at an active level of learning because they identify how the concept relates to them and are able to draw their own conclusions
- ❖ Can be used to address concepts which require action; are controversial; have high impact and/or high cost; or frequently include misinformation, myths, or misconceptions

## Key elements:

1. Identify a key concept to consider
  - The concept can be either identified by the group or by the facilitator ahead of time
  - Offer the concept neutrally to ensure learner safety during the activity
2. Ask the group to identify the pros and cons of the concept
  - Can be presented as pros/cons, pros of no change/pros of change, +/-
  - Consider tracking responses of both perspectives by drawing a line in the middle of a white board or chart paper (participants could be given paper to write their own +/-)
  - Guide the group to consider all view points, including ones you may not agree with
3. Ask about their thoughts, conclusions, or next steps based on the ideas that were offered.
  - Affirm participation and accept their thoughts neutrally

Facilitation Method



# Pros and Cons Activity

## Some examples:

*Identify the concept:*

*“So, I am hearing some differences of opinion about XYZ. Let’s look at both side of this idea.”*

*“One of the things we get a lot of questions about in WIC is ...”*

*“You may have heard some really different ideas from people about how to handle ...”*

*Pros and Cons:*

*“We’ve talked about the reasons to do XYZ. What are some of the reasons not to?”*

*“What have you heard other mothers say about...?”*

*“What are the advantages to not making a change and keeping things the way they are?”*

*“If the issues were magically to disappear, what might be the benefits of this?”*

*Conclusions or next steps:*

*“Now that we have explored this, I am wondering what you see as your next step? How does this fit in your future?”*

*“Based on these ideas, what could you see yourself doing?”*

*“After looking at both sides, what do you make of this information?”*

## Your thoughts:

