

Learn4Life!

A Holistic Life Skills Programme

MANUAL II

The Term and Lesson Structure



masifunde

LEARNER DEVELOPMENT



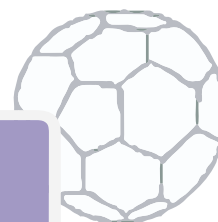
Introduction	1
A Learn4Life! Term	2
1.1 Term Planning.....	2
1.2 Preparation.....	3
1.3 The Course of a Learn4Life! Term.....	3
1.4 The Flow of a Term.....	3
1.4.1 From Theory to Practice.....	4
1.4.2 Linking Theory and Practice.....	4
1.4.3 From Practice to Theory.....	5
1.5 Guidelines for Excursions and Workshops.....	6
1.6 Project work.....	7
1.6.1 Guidelines for Project WORK Planning.....	8
1.6.2 Project Work Categories.....	9
1.7 Evaluation, Refelection and Summary.....	9
1.7.1 Evaluation.....	10
1.7.2 Reflection.....	10
1.7.3 Summary.....	11
1.7.4 Challenges of Implementation.....	11
The Lesson	12
2.1 Lesson Planning.....	12
2.1.1 Structure of a Lesson Unit.....	12
2.1.2 Participants' Behaviour.....	12
2.2 The Beginning of a Lesson Unit.....	14
2.3 The Body of a Lesson Unit – DEVELOPING A TOPIC.....	16
2.4 The End of a Lesson Unit – SAVING OF RESULTS.....	17
Summary.....	17

H₂O

masifunde

Art

LEARNER DEVELOPMENT



Ledrn





Introduction

Dear Reader,

Thank you very much for your interest in Masifunde Learner Development and our Learn4Life! programme in particular.

Masifunde has been successfully running its Learn4Life! programme since 2009. What started with a small number of children in Walmer Township has grown into a programme that spread its wings over schools all over Nelson Mandela Bay.

With the growth of the programme, more and more people need to have an in-depth insight into the programme, its objectives, methods, tools and content. Therefore, a comprehensive manual series has been developed that aims at making the programme components accessible and give standardized advice to facilitators in implementation level.

The guideline series consists of four manuals:

- 1. Learn4Life! Facilitators Guide I** provides a detailed overview of the programme's core objectives and indicators of success. It introduces all major components of the programme: lesson units, excursions, project work and the annual summer camp, as well as the Learn4Life! curriculum with the capacities and learning targets by grade. It serves as a reference book for the facilitators and a detailed introduction for all interested externals, potential partners, educators, parents and funders.
- 2. Learn4Life! Facilitators Guide II** is a detailed guideline for facilitators on implementation level, focussing on the structure of the programme, the preparation of successful implementation as well as post-processing activities.
- 3. Learn4Life! Facilitators Guide III:** As Learn4Life! does not use traditional teaching methods, this handbook gives a detailed overview of approaches, pedagogic concepts and interactive and creative teaching methods.
- 4. Learn4Life! Facilitators Guide IV** contains a series of booklets that provide all the information pertinent to the topics enshrined in the Learn4Life! curriculum. This manual provides content and activity tools the facilitators will need to plan their lesson units, the end-of-term handouts and quizzes.

All manuals are written in such a way that all chapters can be seen as closed entities. This enables the readers to leave out certain parts or read them at a later stage. Therefore, some contents have to be repeated briefly in other chapters for those who have not read the previous chapters.

**Learn4Life!
Facilitators**

Guide I

The Changemaker
Concept

**Learn4Life!
Facilitators**

Guide II

The Term and Lesson
Structure

**Learn4Life!
Facilitators**

Guide III

Activities and Methods

**Learn4Life!
Facilitators**

Guide IV

The Curriculum

A Learn4Life! Term

1. The Learn4Life! terms go along with the South African school terms. Each term lasts for approximately 8 to 10 weeks. During that period, the participants work on one topic with the aim of developing an intervention which they can use to share their learnings. For the facilitators, a Learn4Life!-term consists of the following phases:

- preparation
- planning
- content development, excursions/workshops, and project work
- filing/saving results



To meet the requirements for an effective learning process, these structural features of a Learn4Life!-term and its individual phases should be considered. The above mentioned phases are explained in Manual I, nevertheless, they shall be revised again in the following.

1.1 Term Planning

The course of the term is planned together with the learners or presented to them in a transparent manner. The successful realisation of this phase is crucial for having the learners interested in the topic and participating well. The curriculum lays foundation for each term topic, however learners still need to be involved in the planning process, especially when it comes to structuring the term and project work planning. The planning of a term phase begins before a new term starts, normally during the term break. A day during the term break is devoted to the planning of a term by the facilitator together with the participants (Please refer to Manual 1 to view guidelines on planning process with learners).

1.2 Preparation

The first phase of a Learn4Life!-term furthermore involves the preparation of the term as a whole by a facilitator. Ideally, term preparation is done in advance and before the start of the actual Learn4Life!-lessons. Term planning occurs on a designated day during school break. The preparation stage should follow immediately after that and preferably during school break as well. Term topics and learning objectives are provided in detail in the Learn4Life! Content Manual 4. With the beginning of the preparation process, a facilitator selects a topic according to the suggested curriculum structure or based on the learners' needs (please refer Manual 4 to view topics and learning objectives).

The Learn4Life! term structure is designed according to the participants' needs in order to initiate a sustainable learning process. As much as the topics are already prepared, it is very important for facilitators to bear certain principles in mind while preparing the term (please refer to Manual 1 to view principles of term preparation).



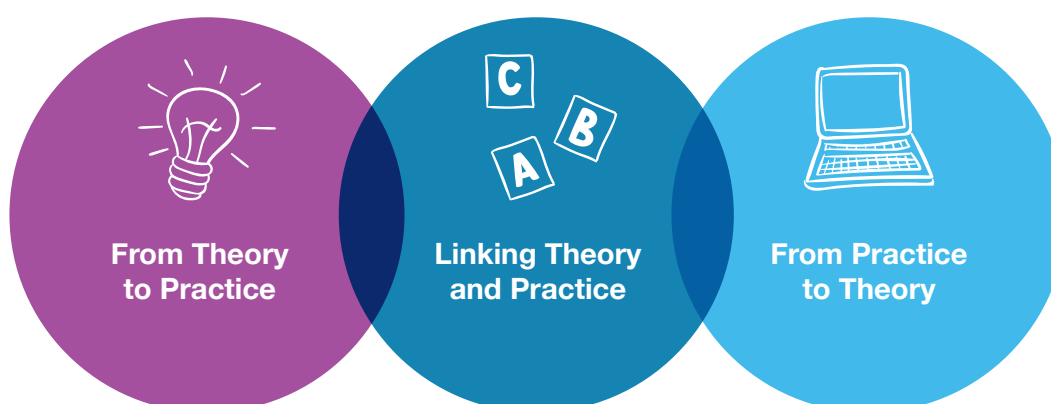


1.3 The Course of a Learn4Life! Term

Development of a term topic starts after the planning phase. This is the main part of the term where the participants develop their own knowledge of a topic. The development of a term topic takes up approximately 60-70% of the term (about 6 lessons) including excursions and workshops. Depending on the amount of time available for a term topic, a facilitator can organise extra lessons for excursions and workshops in order to catch up with the content. For example: there are terms which only have 5 to 6 weeks, as a result facilitators have to organise extra lessons for excursions, workshops and project work preparations (please refer to Manual 1 to view guidelines on characteristics of the course of a term)

1.4 The Flow of a Term

A term can be structured in different ways in order to transfer knowledge to the participants. Three different approaches can be found:



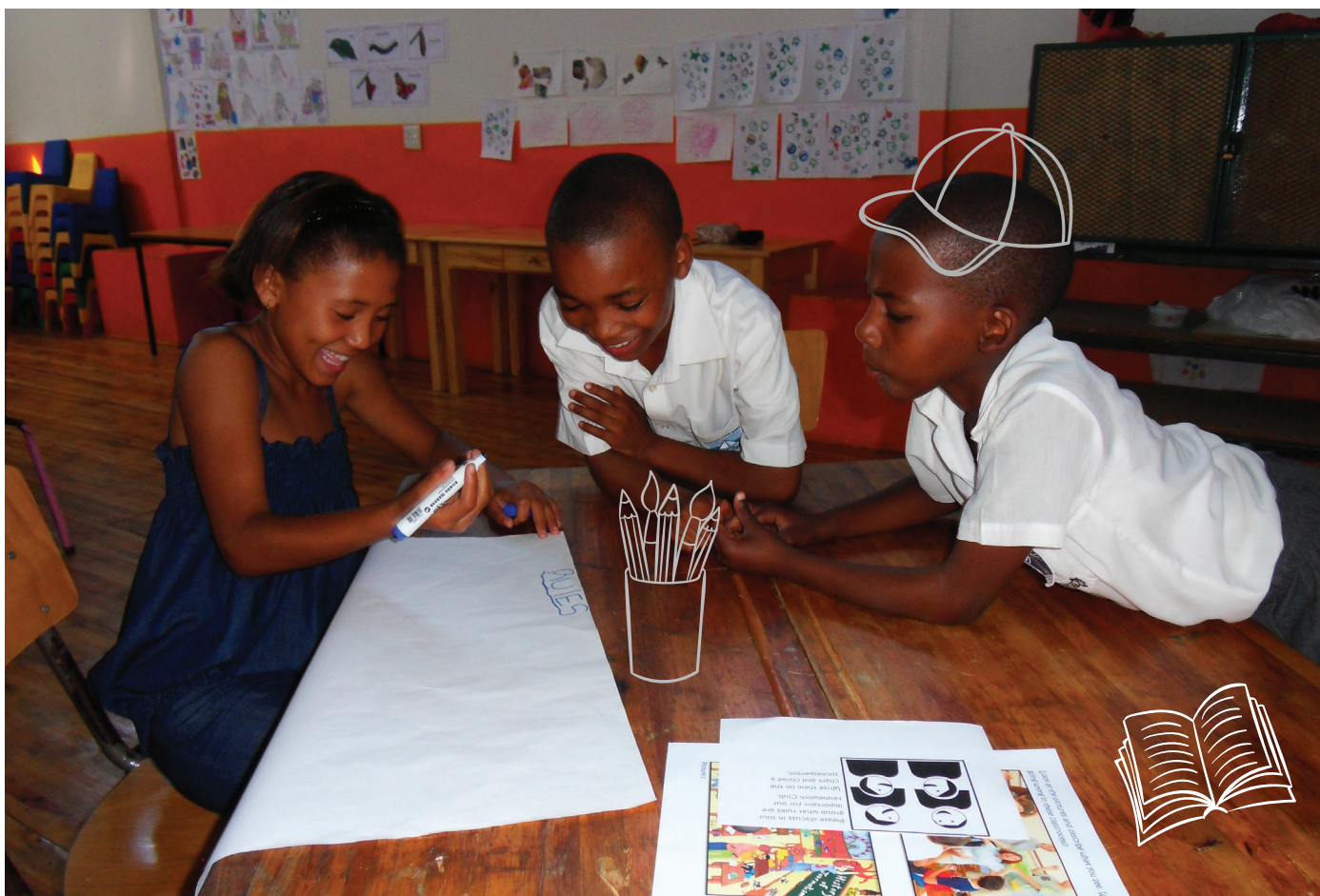
While choosing an approach of the above, its feasibility with the term topic as well as with term goals and objectives have to be considered. Some topics demand that the participants start learning the theory before they can practically apply the knowledge, while others demand a combination of both theory and practice. This concerns the project work as well; there are certain projects that demand learners to start by learning theory or by practice. In the following, advantages as well as disadvantages of the different term approaches are explained. (Please refer to Manual 3 for examples of term plans using the three different approaches)

1.4.1 From Theory to Practice

The theoretical knowledge transfer takes place and is completed in the first half of the term. Practical work is only carried out in the last units of the term. The main advantage of this approach is that the participants learn about a topic before they can think about project work preparation and implementation. The participants learn all they need to know about a topic which can result in good quality project work implementation. When choosing this approach however, the following problems must be considered: The development of the theoretical knowledge has been completed earlier on in a term and the participants find it hard to remember details or to transfer their knowledge to their practical work.

- The part assumed by the theoretical knowledge transfer is too big in comparison to the practical work.
- The transfer of the theoretical knowledge is methodically carried out in a one-sided way and only promotes the participants' active learning process partially.
- However, if this form is still selected, the facilitator has to consider the following:
- Each individual lessons should build up to the practical work steps needed for the project work implementation at the end of a term.
- Limit the theoretical knowledge to the information relevant to the participants' living environment and daily life.
- Explain the reasons to the participants concerning the need for learning theoretical knowledge for the project work.
- Transfer the theoretical knowledge in a hands-on way and/or develop it together with the participants.





1.4.2 Linking Theory and Practice

Most of the lesson units during the course of a Learn4Life! term constitute a combination of theoretical knowledge transfer and project work. The learners learn about concepts and get to opportunities to test how they can use those concepts in practice throughout a term. As a result, the following advantages can be derived from using this approach:

- The lesson units automatically include hands-on, interesting components because of the mix of theory and project work.
- The learners get to apply the acquired content immediately.
- With the help of the immediate hands-on implementation, the learning process results in a deeper understanding for the participants.

This method is a lot more interesting and effective for the participants. The facilitators are required to be increasingly creative and plan the project work in depth. The learning outcome as well as individual work steps and the necessary skills to be acquired have to be defined prior to the beginning of the term.

1.4.3 From Practice to Theory

The participants start to work on their practical presentation as from the beginning of the term. Some of the units are already presented during the course of the term. The participants are provided with the required background information with the help of work sheets, the like. After the presentation, the knowledge is summarised and, if necessary, corrected and completed by the facilitator. The advantage consists in the fact that the participants' interest in the topic is developed with the immediate start of the practical work and/or they come up with questions during their work which they want to answer.



1.5 Guidelines for Excursions and Workshops

An excursion is an event where participants visit an organisation or company that deals with the topic they are working on. E.g. if the term topic is children's rights, the participants could go to an NGO which works with kids or visit social workers that work with young children.

A workshop is an event where a facilitator invites an expert to the lesson and the participants receive a chance to interview the expert. E.g. if a topic is alcohol and drug abuse, a facilitator could invite a rehabilitated former drug or alcohol addict to speak about the things that led him or her to abuse alcohol or drugs.

At least one excursion or workshop should be organised for each term topic. Excursions and workshops give the participants an opportunity to learn more about a topic from experts. They also give them an opportunity to experience the topic first hand and on the field.

In contrast to the lesson units, general knowledge is not transferred in excursions/workshops, but the group focuses on the main themes of the current term topic in order to increase the topical knowledge and skills. The facilitators can consider this as a chance to get to know the participants better in another setting and thus discover new aspects of the individuals' personality. Also the facilitators themselves have the opportunity to approach the participants in a more casual and personal way in order to develop a more familiar and trustful relationship that is beneficial for a good learning atmosphere. Excursions and workshops provide great opportunities to strengthen the group ties and create special memories.

The main facilitator has the principal responsibility for the organisation and the carrying out of excursions and workshops. These events take place in addition to the lessons units. Depending on the availability of the experts, the participants and the facilitator, these events could take place on a weekend. The duration of the events can take from 90 minutes up to a whole day (please refer to Manual 4 to view a list of potential excursion/workshops experts or organisations for each term topic as well as all the necessary information a facilitator will need to organise an excursion or workshops).

Organising an Excursion or a Workshop – STEP BY STEP

1. Consult the Learn4Life! Content Manual (Manual 4) for a list of potential organisations or experts. The excursions and workshops are topic related. Each topic booklet has a list of potential organisations or experts and their contact details.
2. Contact the experts well in advance before the excursion or workshops date.
3. Set up an appointment with the expert, give the expert possible dates for the excursion.
4. Once the appointment is set, inform the participants about the excursion or workshop. Hand out consent forms in advance to participants for their guardians to sign and return at least a week before the outing. (Please refer Manual 3 for consent form templates).
5. On the week of the excursion or workshop there are a few things to consider which include the following:
 - Contact the expert just to remind them about the workshop or excursion date and to check if everything is still in order.
 - Check if all the consent forms have been handed in.
 - Organise transport, if necessary. Inform the participants where the pick-up point for the transport will be.
 - Organise catering i.e. shopping for the food to be served to the participants on the day of the excursion. A facilitator does not have to organise food for a workshop that is during the Learn4Life! lesson time and that is not longer than 90 minutes. A facilitator only organises food for an excursion or workshop that is occurs straight after school hours and takes longer than 2,5 hours.
 - Participants prepare questions they would like to have answered.

6. On the day of the excursion the facilitator has to:

- Remind the person in charge of transport about the trip.
- Organise a person who will prepare catering. If there is time, a facilitator can prepare the food.
- Contact the expert one last time to remind them about the appointment
- Pick up the learners at the central pick up point(s) and drive to the organisation or company where the expert is based.



1.6 Project work

The acquired knowledge in relation to each term topic is implemented in result-oriented presentable project work or in a sustainable way for the participants. This method enables the participants to transfer and apply their acquired knowledge to other areas (difficult situations, initial situations etc.). In doing so, the participants learn to implement certain contents in their daily life.

Ideally, an end-of-term goal (project work) is set at the beginning of the term together with the learners. Project work gives the learners an opportunity to share and implement what they have learnt throughout a term with their peers or community. There are two ways of implementing project work:

- Sharing information within their community or schools
- Sharing information within the Learn4Life! groups, i.e. younger grades

Depending on the term approach, the presentation is done during or at the end of a term.

At the end of each term, the work process is summarised, evaluated and documented. Approx. 10-20% of a term, i.e. 1-2 lesson units, should be scheduled for this phase. Normally, the last two lessons are designated for this. If time does not allow the latter, it is possible to summarise, evaluate and document a previous term at the beginning of a new term.



1.6.1 Guidelines for Project Work Planning

Project planning starts at the beginning of a term when the learners together with their facilitator set goals for the upcoming term. At this point the learners do not discuss the content or information they would like to share as they are not familiar with the topic yet. However, they discuss the method they will use to share the information. The facilitator and the learners discuss different options available to them, taking into consideration the term topic, target audience and learners' capabilities.

There are different methods a facilitator can use when doing project planning with the participants (please refer to Manual 3 before doing project work planning with the participants to find a suitable method).

A type of project work to be done depends on three things, namely the term topic, the participants and the target audience. It is very important to select project work that the learners are capable of executing. Project work does not only serve the function of transferring knowledge learnt to peers but it also serves as a confidence boost for the Learn4Life! participants. Standing in front of a group of 30 or more people, like peers or the community and sharing information learnt boosts the participants' confidence levels.

Facilitators should consider: If the participants execute a project work idea that is beyond their capabilities and they do not perform well, learners may be discouraged and feel uncomfortable to do audience oriented project work in the future.

Once the learners and the facilitator reach consensus on which project work they would like to do, the facilitator has to bear the following in mind:

- Ensure that all material/resources needed for the project work are accessible
- Allocate clear tasks to the learners and constantly check the progress of the work to be done. If a learner struggles with a task, allocate participants to assist.
- Construct a time plan together with the learners. A constant check helps identifying areas of improvement ahead of the project work day.
- Create a Plan B in case plans have to be changed due to unforeseen events.
- Ensure the project work idea is consistent with participants' skills and capabilities yet gives room to improve skills and provides learning experiences.
- Ensure that needs of the target audience are met while implementing the project work.
- Create a To-Do-List together with learners and constantly check if preparations are on track.
- Bear in mind that sometimes, due to unexpected problems, a project will not be completed during one term as planned. In this case provide room for the project to be finished in the beginning of the following term.



1.6.2 Project Work Categories

Each year, four project works per grade should be held, one of them should be an event that reaches out to a wider audience. Project ideas are divided into four categories:

Project Work	Description	Examples & Most Suitable Term Approach
Project Work	Learnt knowledge will be transferred through e.g. • Role Plays • Songs • Dance • Frozen Pictures • Drama	Drama Piece Theory to Practice: Participants receive input on the topic content at the beginning of a term, followed by learning about how to create and implement a drama piece. Afterwards, the preparation for the drama project starts.
Presentations	Learnt knowledge will be transferred through e.g. • Speeches • Workshops • Talk Shows • Panel Discussions • Debates	Panel Discussion Theory to Practice: The participants learn the topic content and public speaking skills in the first few lessons of a term, followed by preparation and the implementation of the project work day later on in the term. Practice to Theory: It is also possible to start with a project before the participants learn about the theory involved. In this case, the first lessons of a term focus on preparations and execution of the Panel Discussion. Only after project work day; the participants start focusing on theoretical topic input, using the results of the panel discussion.
Documentation	Learnt knowledge will be transferred through e.g. • Stories / Story Books • Articles / Magazines • Referral Guides • Flyers / Posters • Films / Documentaries	Story Book Linking Theory and Practice: During several lesson units the participants learn about a specific content, followed by writing an article. At the end of the term, learners compile their results in order to create a magazine. Theory to Practice: The term starts with the participants receiving content knowledge on a topic. After the theoretical lessons, the writing of articles begins, rounded up by creating a magazine.
Events	Learnt knowledge will be transferred through an event reaching a wider audience (minimum of 50 people), e.g. • Exhibitions • Talent Shows • Fundraising Events • Public Holiday Events	A facilitator should consider a lot of planning involved in the event project works. Youth Day Event Linking Theory and Practice: The learners start preparing for the event from the beginning of the term, a mixture of theoretical input and preparation takes place Practice to Theory: The Youth Day event takes place in the beginning of the term and theoretical input about Youth Day follows within the term.

1.7 Evaluation, Reflection and Summary

In order to ensure the development of a sustainable learning process of the Learn4Life! participants as well as the quality of the programme, an adequate evaluation, reflection and summary has to take place at the end of each Learn4Life! term.

1.7.1 Evaluation

At the end of each term the learners are assessed in order to check if the desired transfer of knowledge was achieved as well as to what extent the learners are able to comprehend a topic. There are two things to be evaluated by a facilitator:

- Process of social skills and behaviour regarding participants
- Results of the term, such as learnt knowledge and achievement of goals

A quiz is used for the latter. The learners are given a quiz at the end of a term to check if they understood the topic and are able to apply the content learnt. There are different types of quizzes:

1. Crosswords
2. Fill in missing words quiz
3. Case studies and questions
4. Quiz show setup or quiz competitions
5. Essays
6. Treasure hunts
7. Matching columns
8. Oral/Speech/Presentations
9. True or false
10. Multiple choice



(Please refer to Manual 4 to check for a quiz provided for each term topic.)



PLEASE NOTE:

The quizzes a facilitator will find in the contents manual have considered the following factors:

- The participants' age
- Only refer to the content the participants learnt throughout a term.
- Are clear, precise and straight to the point
- The participants' capabilities.
- Use simple language which enhances the participants' understanding



1.7.2 Reflection

A reflection is used to evaluate the learning process in terms of social skills and behaviour of the Learn4Life! participants. This reflection takes place after the group achieved the end-of-term goal, which includes the presentation of the project work. Depending on when the group's project work was implemented, the last lesson is designated for a reflection. However, if the project work took place at beginning or middle of a term, a reflection can be done straight after the project work day. Reflection lessons are just like any other lesson, they require careful preparation.

The reflection consists of an analysis of the completion of determined learning objectives in terms of the knowledge transfer. Equally, it involves analysing how well the project work fits in relation to the targets determined at the beginning. Furthermore, reflection analysis of the participants' team work during the implementation of project work is necessary.

One main goal of the reflection is the understanding and pursuing of the learning processes and learning results of the participants. Factors that brought up the success or the mistakes have to be underlined in order for them to be repeated or avoided in the future. The reflection round or session should give the participants an opportunity to give each other constructive feedback. Furthermore, the facilitator should give the participants a chance, to give him or her feedback on the facilitation process as well (please refer to Manual 3 to view all reflection methods).

PLEASE NOTE:

A reflection is done after an excursion or workshop as well, in order to check if the participants learnt anything during the outing and if their expectations were met.

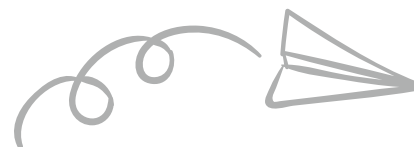
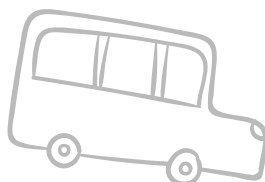
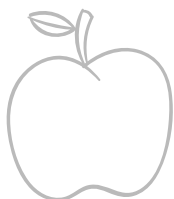
1.7.3 Summary

At the end of each term, the newly gained knowledge should be concluded and documented. The participants receive a hand-out to put into their Learn4Life!-folders. The main purpose of the hand-outs is for the learners to receive the key summary points of the newly acquired knowledge. (Please refer to the Learn4Life! Content Manual to view hand-outs for each term topic).

Time Frame

The structure of the Learn4Life! Curriculum schedules one term for each topic (8-10 weeks). This time frame is only flexible to a small extent since a following term deals with a new topic. Therefore, the holiday time in-between two terms can be used to complete the project.

The 8-10, or sometimes even 5-6, regular lesson units of a term offer only a small range for complex projects. 60% of the lessons remain to work detailed on a topic and project, after taking off the planning and reflecting time phase. A lot of time is taken up by the participants' independent work or practical implementation of knowledge, and often only small progress is achieved with regards to content. Consequently, project ideas consuming little time have to be thought of and/or options have to be considered that combine two term topics in one project idea. To avoid the overlapping of two terms a facilitator should try to complete every project work and schedule enough time buffers.





Unusual Ways of Working

Practical, interactive or independent development of knowledge is rarely practised within the township schools. The Learn4Life! concept is an unfamiliar approach for the participants which can either motivate, confuse or challenge them. It is thus important to intensely study the way of working as well as the content with the learners. The application of methods, such as role plays, world cafés, debates, etc., has to be learned prior to the independent performance of the methods. It is the facilitator's task to support the implementation of new ways of working together with the learners.

Facilitators' Actions

Facilitators often want to actively control the working process and find it difficult to have participants assuming responsibility. However, it is of utmost importance to provide the participants with the opportunity to actively and independently discover and learn.

Participants' Relations

Group work involves dealing with the topic aspects on the one hand and with group relations on the other. The impact of personal relationships can slow down the working process. Occurring problems have to be discussed and dealt with according to extent and relevance to the group dynamics. Therefore, it is important as a facilitator to know which strategies to use when dealing with the participants. As part of their training, Learn4Life! facilitators undergo basic counselling training which provides them with counselling, conflict resolution and problem solving skills. This is done to help facilitators with skills they need when problems arise from participants' relations.

2. The Lesson

The Learn4Life! term plan provides a term topic but does not specify the content of the lesson units. On that account, the detailed Curriculum Manual provides content facilitators need for the planning of individual lesson units, taking into consideration all necessary term objectives. While planning a lesson unit with the provided content, a facilitator decides on the lesson unit's objectives as long as they are in line with the term topic's educational focus.

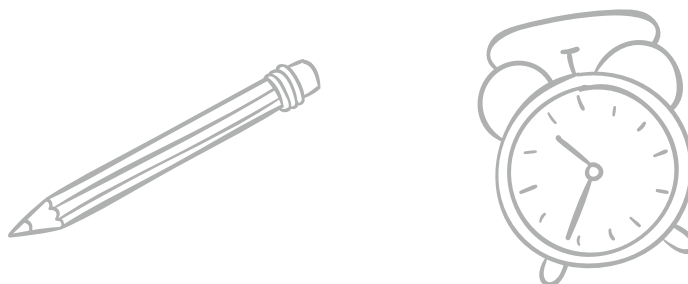
2.1 Lesson Planning

When planning a lesson there are two things a facilitator needs to consider, that is the structure of a lesson unit and anticipating the participants' behaviour during a lesson unit. The following paragraphs refer to the planning of a lesson unit and shall benefit the facilitator with necessary information about the composition of a Learn4Life! lesson.

2.1.1 Structure of a Lesson Unit

The structure of a Learn4Life! lesson is different to a typical classroom setting that one finds in most South African schools. The concept of all Learn4Life! lessons should always differ from the daily school's structure in order to avoid creating a routine which may not arouse the participants' interest. There are 8 different lesson types which a facilitator can select from:

1. Research
2. Interaction
3. Practical Learning
4. Media Lesson
5. Facilitator Focused
6. Creative Arts
7. Story Time
8. Reflection



Ideally the facilitator should use all of them at least once a term (please refer to Manual 3 to view different lesson types).

2.1.2 Participants' Behaviour

When defining or planning the activities, the group's behaviour should be anticipated. The facilitator needs to check whether the topic's content, tasks and method selection challenge the participants in terms of their skills and knowledge and arouses their interest. Planning a lesson unit is very complex; the process involves many aspects that influence each other and need to be adjusted. For this reason, the planning should always be carried out very carefully. The facilitators can build upon their experience and become more confident in matching functions and course of action.

2.2 The Beginning of a Lesson Unit

As much as there are 8 different lesson types, all of them should have a slot for a quick introduction of a topic at the beginning of a lesson unit. The latter has two important main functions:

Introducing the participants to the lesson unit

Before starting a lesson unit, the participants have to adjust to the setting. Their attention has to be drawn to the lesson's topic, leaving behind disturbing factors, such as emotional challenges, excitement or vivid exchange of news with their friends. The introduction of a topic ensures that the participants are ready to listen and concentrate throughout the lesson.

Developing the topic

The beginning of a lesson unit usually entails the start of a new topic and/or a new task in relation to the already studied topic. The new topic or task is to be developed by the participants in the course of the lesson unit. The introduction should enable them to do so.

In order to meet these two main functions above, a facilitator has to consider the following five characteristics which provide guidance for the structuring of the introduction of a topic:

1. Establishing Guidelines

Facilitators present the targets and the schedule of the lesson in order to inform the participants and give them the chance to get involved. When presenting the schedule of a lesson unit it is very important to encourage the participants to identify any areas they still need clarity on pertaining the topic.

2. Introducing Important Topic Aspects

The important content, problems and questions in terms of the topic are presented in order to get clarity on the important things that will be covered during the lesson unit.

3. Bearing in Mind Participants' Previous Knowledge

Facilitators should try to envisage the participants' way of thinking and build on their thoughts. The participants' previous knowledge has to be considered, including their views, opinions, and world views. When starting a topic, the facilitator refers to the participants' knowledge without repeating it or treating it too generally.

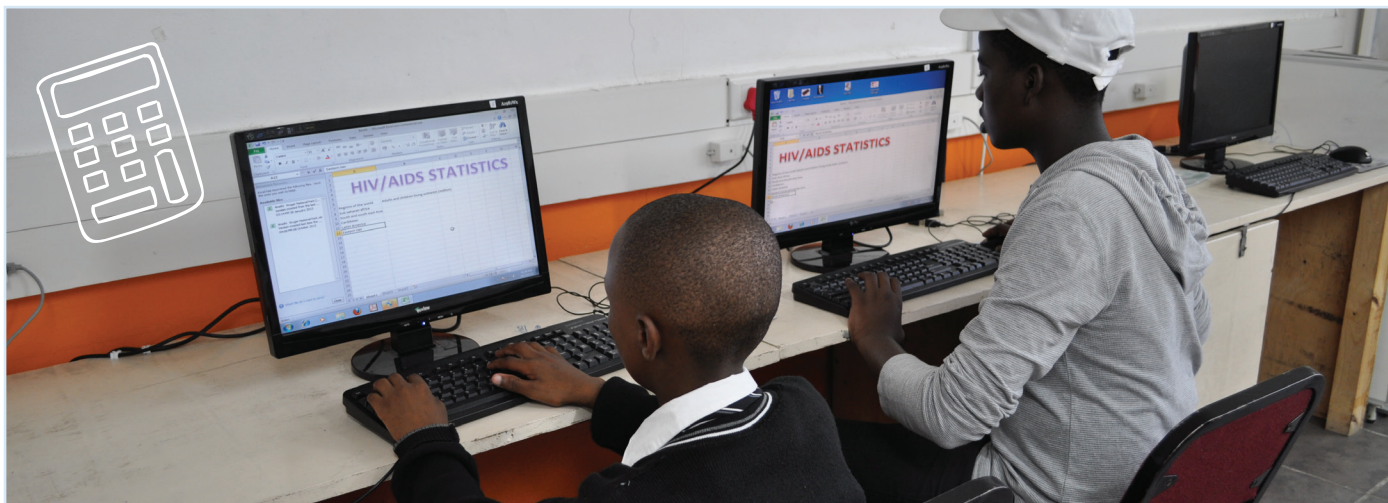
4. Participants' Discipline

The participants should be interested in the topic driven by their own motivation. Their discipline throughout the lesson should also result from their own interest and/or motivation and should not be imposed by the facilitators.

5. Facilitate a Practical Approach

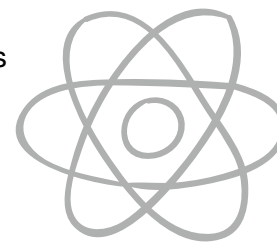
The way a facilitator approaches a topic should be applicable for the participants in their daily lives. The participants themselves should think of questions concerning the topic. The introduction of a lesson unit is to get the participants interested in the topic. During the course of the lesson unit, more information on the content should be presented, developed or implemented with the help of creative methods.

Facilitators are responsible for creating something exciting and meaningful out of the mere topic facts. The reason for this is to increase participants' intrinsic motivation and boost their creativity.



This can be done by:

- Provoking the participants by dramatizing, exaggerating or understating the facts
- Providing examples, telling stories, experiments
- Raising questions
- Creating a connection between the facts and the participants



2.3 The Body of a Lesson Unit – DEVELOPING A TOPIC

The introduction of a topic flows into topic development which is the main part of a lesson unit. This phase comprises the biggest part of the lesson unit; often different succeeding methods are put into practice. The goal of this phase is to learn more about the topic keeping in mind the focus, questions and tasks or problems from the starting phase in order to reach the learning target. Consequently, the following requirements have to be considered:

Topic, social and language skills

- At the end of each lesson, the participants' expert knowledge should have increased by having worked on the tasks.
- The tasks should indirectly promote social skills. Activities that encourage speaking or writing tasks should be chosen to enhance fluency (in particular in the English language).
- In order to cover all skills, the facilitator should choose various social forms during a lesson (big group, small group, team or individual work).

IMPORTANT!!

Social skills are particularly required when working independently in groups. Independently means that the facilitators observe the groups and provide support if needed. Often facilitators commit the mistake to instruct small groups too intensely. Consequently, the participants can only gain experience to a small extent."

Independent, effective knowledge acquisition

- The learning process is the most intense and effective when participants acquire and apply knowledge by themselves. It is important for them to gain their own experience.
- The facilitator passes on the role of the main actor to the participants; it is best to assign single/team or group work in order to study independently.
- Ideally, the participants work on small practical tasks, such as writing stories, drawing pictures etc.

Methodical skills

- While working on a task, a specific methodical action should be required.
- The participants have to first understand the specific requirements of a method in order to apply the necessary working/ processing/ and presenting techniques.
- Learners cannot be expected to understand a newly introduced method (such as role play) without explanation or practise. When introducing new methods (e.g. world café), write down and explain their special features. A conscious training of general skills is carried out by practising several times. The verbal expression, for example, can be practised by having discussions or presentations.
- Besides the specific requirements, the participants need to have/learn general skills in order to carry out different methods.
- The goal of learning methodical skills is the independent planning, guiding and controlling by the participants of their own learning path.
- Practising different techniques ensures learning of general methodical skills, e.g.: techniques to summarise a text are done by drawing a mind map or chart or by highlighting/colour-coding or summarising chapters.

2.4 The End of a Lesson Unit – SAVING OF RESULTS

The last part of each lesson unit is the saving of results that comprises approximately 15% and facilitates emphasis, summary, documentation and evaluation of the lesson content. The participants are given the opportunity - if possible - to summarize and document the learnings as well as to evaluate a lesson unit. The participants can use their Learn4Life! folders to save the results of a lesson unit.

Critical Evaluation of Results

- Evaluation of the results should take place on all skill levels (social skills, methodical skills, knowledge skills).
- It should underline the positive aspects as well as challenges during the lesson and think of ideas for improvement.
- A facilitator should question whether the acquired expert knowledge has met the requirements in terms of sustainability, comprehensiveness and relevance to daily life. (Participants can also question the methodical process and provide ideas for improvement.)
- Participants can give each other and the facilitator feedback about how well was the lesson unit.

ADDITIONAL KNOWLEDGE | Evaluation carried out by participants

It is important for the participants to have the opportunity to evaluate the transferred knowledge or the course of the lesson, thus they actively participate and are able to assume responsibility for the course of the lesson.



Summary

The start as well as the end of a lesson unit is remembered intensively by participants, thus the facilitators have to focus, in particular, on core statements in these phases. The most important aspects of the transferred knowledge/skills have to be documented in the Learn4Life! folders. Involve participants in the summary in order to check what they have learned. Social, topic and methodical skills can/have to be evaluated as well in order to promote these skills. Schedule enough time (10-15 min) for the saving of results. In case of a shortage of time and participants have not understood the topic or if planned topics were not discussed, the important content should be scheduled during the next lesson. It is not advised to discuss these topics during the last minutes of the current lesson. The summary of a lesson's expert knowledge can also be presented as recapitulation at the beginning of the following lesson. Only the result saving at the end guarantees a sustainable work process.

Now that a facilitator knows what needs to be done in the planning for a Learn4Life! term, workshop, excursion, project work and lesson. The following manual Facilitator's Guide for Learn4Life! Methods and Activities focuses on explaining methods and activities needed to run a successful Learn4Life! term and lesson units.



Learn4Life!

A Holistic Life Skills Programme

2

MANUAL II

The Term and Lesson Structure



masifunde

LEARNER DEVELOPMENT