



NQF Level: 3

US No: 8968

Facilitator Guide

Primary Agriculture

Verbal Communication



Facilitator:

Company:

Commodity: Date:

The availability of this product is due to the financial support of the National Department of Agriculture and the AgriSETA. Terms and conditions apply.



agriculture

Department:
Agriculture
REPUBLIC OF SOUTH AFRICA



Before you get started...

Dear Facilitator,

This Facilitator Guide (together with the relevant Learner Guide) is aimed at facilitators who will be assisting learners wishing to complete the following unit standard:

Title:	Accommodate Audience and Context Needs in Oral Communication		
US No:	8968	NQF Level:	3
		Credits:	5

This guide contains all necessary facilitation instructions to ensure that learners will attain the expected competencies required by the above-mentioned unit standard. This guide is designed to be used during the presentation of a learning session based on this unit standard. The full unit standard is attached at the end of the relevant Learner Guide. Learners are advised to read the unit standard at their time. Please discuss the unit standard with the learners to ensure that they understand what is expected from them to achieve the outcomes of the unit standard.

This unit standard is one of the building blocks in the qualifications listed below. Please mark the qualification you are currently facilitating, because that will be determined by the context of application:

Title	ID Number	NQF Level	Credits	Mark
National Certificate in Animal Production	49048	3	120	<input type="checkbox"/>
National Certificate in Plant Production	49052	3	120	<input type="checkbox"/>

Please mark the learning program the learners are enrolled in:

Are you enrolled in a:	Y	N
Learnership?	<input type="checkbox"/>	<input type="checkbox"/>
Skills Program?	<input type="checkbox"/>	<input type="checkbox"/>
Short Course?	<input type="checkbox"/>	<input type="checkbox"/>

Note to Facilitator:

If you are presenting this module as part of a full qualification or learnership, please ensure that you have familiarised yourself with the content of the qualification.

Please explain the above concepts to the learner.

There are three guides, namely the Learner Guide (with activities), Assessor Guide and the Facilitator Guide. These guides have been developed to address specific aspects of the learning experience. You therefore need to use these guides complementally to one another.

Make this an enjoyable learning experience!

Context of Application ...

Primary Agriculture is a diverse sector and a wide range of commodities is being produced for both national and international market. Each commodity has its own production requirements and practices. You will be facilitating the learning process within a specific context where a specific agricultural commodity is being produced. The learning material has been written in a **generic** manner, as it is aimed to be available on national level and should be relevant to be applied within a variety of commodities. It is therefore inclusive of all agricultural commodities and crop in this field. Therefore, the examples that are being used in the materials may not always be applicable to your specific community, commodity, environment or region.

This presents you, the facilitator, with the challenge to **contextualise** the learning material. It is imperative that you, the Facilitator and Assessor interpret and present activities, case studies and projects related to the material in such a way that learners can easily identify and apply their knowledge within their own context. This will require from you to add examples of crop, which are applicable to the community or farm. Learners must be guided with examples from their own communities, commodities, environment or regions. This should be done by complementing the learning material with:

- Examples relevant to the commodity,
- Including commodity specific requirements,
- Including operating procedures of the farm,
- Including agricultural practice specific requirements,
- Agricultural markets,
- Guiding learners to write these specifics down in the learning guide, etc.

The contextualisation of the learning material is a very important step in preparing for and facilitating the learning experience and enough time and effort should be put into this exercise.

According to the qualifications mentioned on page 2, this module could be contextualised to fit the following groups of commodities:

Plant Production	Animal Production	
<ul style="list-style-type: none"> • Organic production, • Hydroponic production, • Perma-culture production, • Agronomy, • Horticulture, • Natural resources harvesting. 	<ul style="list-style-type: none"> • Small stock production, • Large stock production, • Dairy production, • Pig production, • Poultry production, • Game, • Aqua / mari culture, • Commercial insects • Animal fibres harvesting, • Bee keeping, 	<ul style="list-style-type: none"> • Natural resources harvesting, • Organic production, • Perma-culture production, • Eco/Agri Tourism, • Agro Chemicals, • Horse Breeding, • Etc.

What & How will you be Facilitating?

The Learning Experience	6
Tips for level of learning	6
Learning Program Time Frames	7
Facilitator’s Checklist & Training Aids	8
Contextualisation of Content!	9
Introduction.....	10
Session 1: Interacting successfully with an audience in oral communication	11
Session 2: Using strategies that capture and retain the interest of an audience	13
Session 3: Identifying and responding to manipulative use of language	15
What will I do differently next time?	17

The Learning Experience...

On completion of this module, the learners will be able to:

- ◆ Interact successfully with audience in oral communication.
- ◆ Use strategies that capture and retain the interest of an audience.
- ◆ Identify and respond to manipulative use of language.

Learners will also gain basic knowledge of:

- ◆ Learners can understand and explain that language have certain features and conventions which can be manipulated.
- ◆ Learners can apply this knowledge and adapt language to suit different contexts, audiences and purposes.
- ◆ Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the stated embedded knowledge.

Learning Assumed to be in Place:

- ◆ NQF 2: Maintain and adapt oral communication.



Remember to do a diagnostic assessment of the learner's prior learning and ensure that they are starting at the correct level.

Tips for level of learning



Remember the following before you get started:

Typically, a learning programme leading to the award of a qualification or unit standards at level 3 should develop learners who demonstrate an ability to:-

- Operate within clearly defined contexts.
- Work and learn within a managed environment.
- Actively contribute to team effectiveness.
- Take position on available information, discuss the issues and reach a resolution; produce a coherent presentation and report, providing explanations for positions taken.
- Summarize and interpret information relevant to the context from a range of sources.
- Use their knowledge to select appropriate procedures to solve problems within given parameters.
- Apply skills in measuring the environment using key instruments and equipment operational literacy and numeracy skills; use basic procedures and operations to complete complex tasks.
- Understand the organizational and operating environment as a system.
- Understand one or more fields or discipline's key concepts and knowledge, in addition to the fundamental areas of study.

Learning Program Time Frames

	Total time allocated (hours)	Theoretical learning time allocated (hours)	Practical learning time allocated (hours)	Activities to be completed
Complete Program (including summative assessment)	50 hours	15 hours	35 hours	13 Activities
Learner Orientation and "Ice Breaker"	30 minutes	15 minutes	15 minutes	N/A
Purpose, Introduction and Learner Directions	30 minutes	15 minutes	15 minutes	N/A
Session 1	14 hours	5 hours	9 hours	1 – 4
Session 2	15 hours	5 hours	10 hours	5 – 8
Session 3	19 hours	4 hours	15 hours	9 – 13
Preparation for Assessment & revision	1 hour	30 minutes	30 minutes	N/A

Facilitator's Checklist & Training Aids

Learner support strategies:
<p>Learners are supplied with all resources and aids as required by the programme – including:</p> <ul style="list-style-type: none"> ▪ Objects & devices such as equipment, protective clothing, safety gear, etc. ▪ Learner Guides and Learner Workbook ▪ Visual aids, etc.

Use this checklist below during your preparation to ensure that you have all the equipment, documents and training aids for a successful session.

Preparation:	Yes	No
Qualification Knowledge – I have familiarised myself with the content of the applicable qualification		
Unit Standard Knowledge – I have familiarised myself with the content of all aspects of the applicable unit standard		
Content Knowledge – I have sufficient knowledge of the content to enable me to facilitate with ease		
Application knowledge – I understand the programme matrix & have prepared for programme delivery accordingly		
Contextualisation – I have included information which is specific to the commodity and practices related to the commodity		
Ability to respond to learners background & experience – I have studied the learner demographics, age group, experience & circumstances & prepared for programme delivery accordingly		
Enthusiasm & Commitment – I am passionate about my subject & have prepared my programme delivery to create a motivating environment with real commitment to success		
Enterprise knowledge – I know & understand the values, ethics, vision & mission of the workplace & have prepared my programme delivery, reporting & administrative tasks accordingly.		
Equipment check:		
Learner guides x 1 per learner		
Assessment guides x 1 per learner		
Writing materials & stationary (facilitator & learner)		
White board & pens		
Flip chart paper		
Proxima projector & screen		
Laptop & programme disk		
Sample Hand-outs and examples of laws and other relevant documents		

Safety gear as prescribed by unit standard and applicable legislation		
Documentation checklist:		
Attendance Register		
Course Evaluation		
Learner Course Evaluation		
Portfolios of evidence		

Contextualisation of Content!

Go through this module and indicate what specific **information** / **activities** / **examples** should be included in this module?

Contextualisation	
<ul style="list-style-type: none"> Commodity specific? 	
<ul style="list-style-type: none"> Operating procedures of the farm? 	
<ul style="list-style-type: none"> Agricultural practices? 	
<ul style="list-style-type: none"> Agricultural markets? 	

Session

1

Interacting successfully with an audience in oral communication

Learner Guide:
Page 7

After completing this session, the learner should be able to:

SO 1: Interact successfully with audience in oral communication.

Concept (SO 1)	Time frame	Activities related to the concept
Contributions to group work are appropriate to the task and nature of the group, and promote effective communication and teamwork	14 hours	Activity 1 – 4
Contributions include: Identifying purposes, agendas, procedures and schedules; monitoring developments and retaining focus; drawing conclusions; preparing and delivering feedback and ensuring group ownership of conclusions.		
Interviews successfully establish a relationship appropriate to the context, and provide a non-threatening opportunity for participants to share information.		
Formal and informal; plans, background research; ordering of questions; flexibility in the situation when sequence or focus is disrupted; organisation of data elicited; and conclusions drawn.		
Participation in formal meetings is appropriate to the purpose and context of the meeting. Participation is consistent with meeting procedures and contributes to the achievement of meeting objectives		
Participation in debates or negotiations is appropriate to the purpose and topic. Participation is consistent with formal procedures and contributes to meaningful interaction between participants		
Responses to the ways others express themselves are sensitive to differing socio-cultural contexts.		

Tips for the facilitator



Activity 1:

- There are no right or wrong answers for this Activity. The important thing is that the learners become aware of group dynamics and closely look at the role that effective communication plays in a group situation.
- Learners should be able to clearly indicate in their answers how they would ensure better focus by for example reminding the group of its purpose. They should also be able to clearly indicate why not everyone experienced a sense of ownership – perhaps not everyone's opinion was listened to. They should be able to clearly identify in an actual situation what a vital role clear communication plays.
- When you are sure that the learners can track all these elements of a group and group dynamics and make suggestions as to how to improve communication then they will have successfully completed their Activity. Allow learners to practice until they are confident in this regard



Please allow learners to complete Activity 1, 2, 3 & 4 in their Learner Guides

Type of activity	Resources
1. Communication	Pen, paper and stopwatch.
Instructions to give to the learners	
As per instruction in Learner guide.	
Type of activity	Resources
2. Role-Playing an interview	Two chairs and a desk per pair.
Instructions to give to the learners	
As per instruction in Learner guide.	
Type of activity	Resources
3. Meeting Procedures (Individual)	Pen and paper.
Instructions to give to the learners	
As per instruction in Learner guide.	
Type of activity	Resources
4. Debating an issue (Pairs)	Pen & paper; research tools, e.g. Internet, books, newspapers.
Instructions to give to the learners	
As per instruction in learner guide.	

Session

2 Using strategies that capture and retain the interest of an audience

Learner Guide:
Page 24

After completing this session, the learner should be able to:
SO 2: Use strategies that capture and retain the interest of an audience.

Concept (SO 2)	Time frame	Activities related to the concept
Key words, pace and pause, stress, volume and intonation are used in appropriate ways to reinforce the message.	15 hours	Activity 5 – 8
Body language is appropriate to context and topic, and reinforces main ideas and attitudes		
Formal communications are planned in writing, and plans are detailed, complete, and realistic with respect to time allocation and content.		
Visual aids are appropriate to topic and context, and enhance the presentation and the transfer of information and understanding.		
Cue cards; visual aids; handouts; multi-media.		
Techniques are used to maintain continuity and interaction.		
Responding to queries, repetition of information, rewording, asking questions to check understanding, referring to cue cards; timing techniques; responsiveness to audience cues that contact is being lost.		

Session

3 Identifying and responding to manipulative use of language

Learner Guide:
Page 39

After completing this session, you should be able to:

SO 3: Identify and respond to manipulative use of language.

Concept (SO 3)	Time frame	Activities related to the concept
Facts and opinion are identified and distinguished.	19 hours	Activity 9 – 13
Omission of necessary information is noted and addressed.		
The implications of how the choice of language structures and features, specifically tone, style and point of view affect audience`s interpretations of spoken texts are explained.		
Distortion of a contributor`s position on a given issue is explored with specific reference to what has been selected and omitted.		
Distortion of a contributor`s position on a given issue is explored with specific reference to what has been selected and omitted.		

My Notes ...

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

What will I do differently next time?

Take some time to **reflect** on your own activities as facilitator of this Unit Standard. Then write down five of the most important lessons you have learnt and include a motivation:

What will I do differently next time?	Motivate how or why (Give examples, reasons, etc.)
1.	
2.	
3.	
4.	
5.	

As facilitator, you have hands on experience in the application of the unit standard. And you might experience difficulties with the unit standard that the developers did not anticipate. Also, the unit standard will be revised at the end of the registration period. Your comments below can be an important contribution in the revision process and should be brought to the attention of either the AgriSETA ETQA manager or the SGB chairperson.

Please take some time to reflect on your experience and list a few of the difficulties you had to address.

Difficulties I had with the Unit Standard	Recommended Changes to Address the Difficulty
6.	
7.	
8.	
9.	
10.	