



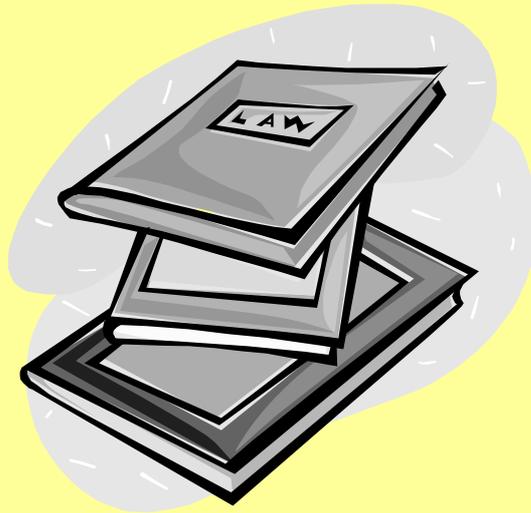
NQF Level: 3

US No: 8970

Facilitator Guide

Primary Agriculture

Communications



Facilitator:

Company:

Commodity: Date:

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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: Write texts for a range of communicative contexts
US No: 8970
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?

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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)	20 hours	9 hours	11 hours	15
Learner Orientation and "Ice Breaker"	1 hour	30 minutes	30 minutes	-
Purpose, Introduction and Learner Directions	1 hour	30 minutes	30 minutes	-
Session 1	5 hours	2 hours	3 hours	1 - 5
Session 2	5 hours	2 hours	3 hours	6 - 9
Session 3	5 hours	2 hours	3 hours	10 - 15
Preparation for Assessment & revision	3 hours	2 hours	1 hour	

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.
- Summarise 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 organisational 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.

Tips for the Facilitator

- The following essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria:
Learners can understand and explain that language has 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. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

Facilitator's Checklist & Training Aids

Learner support strategies:

Learners are supplied with all resources and aids as required by the programme – including:

- 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 A specific audience and purpose

Learner Guide:
Page 7

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

SO 1: Write for a specified audience and purpose

Concept (SO 1)	Time frame	Activities related to the concept
The purpose for writing, the target audience and the context is clear, in relation to the learning task or activity.	5 hours	Activity 1 - 5
The text-type, style, and register selected are appropriate to audience, purpose and context.		
Language appropriate to socio-cultural sensitivities is selected and used in an appropriate manner without compromising own values or arguments.		
Writing is well-structured and conveys its message clearly.		
Critical thinking skills are used as strategies for planning.		
Arguments are supported with sound reasons and facts, and writing reflects a clear point of view, and shows logical development of a clearly articulated premise.		
Research skills are evident in the way data and information relevant to the context is identified, located and selected for inclusion in the final text.		

Tips for the Facilitator

Activity 1:

This Activity can be peer assessed. If the learners are not sure of the correct answers, refer them back to the section immediately preceding the Activity.

Activity 3:

Please note that this is a model answer. Learners will obviously have different paragraphs to the ones given here. If you are satisfied that they have used the process of mind-mapping and brainstorming in an appropriate and satisfactory way, then accept any variation they may give you.

Activity 4:

There is no set Answer for this Activity. When the groups have finished the Activity, take in their planning work and their Assessment Forms. Check that there is clear evidence of brainstorming and mind-mapping and that the Assessment forms are appropriately filled in.

Activity 5:

There is no set Answer for this Activity. If you wish to you may ask the learners to work on their own for the Activity, if you feel that this would be more beneficial.



Please allow learners to complete Activity 1,2,3,4 & 5 in their Learner Guides

Type of activity	Resources
1.Types of writing (Individual/Peer assessed)	Pen and paper
Instructions to give to the learners	
As per instructions in Learner Guide	
Type of activity	Resources
2. Jumbled sentences (Pairs)	Pen and paper
Instructions to give to the learners	
As per instructions in Learner Guide	
Type of activity	Resources
3. Producing paragraphs (Individual)	Pen and paper
Instructions to give to the learners	
As per instructions in Learner Guide	
Type of activity	Resources
4. Planning writing (Pairs or small groups)	Access to library, internet, magazines, newspapers, pen and paper
Instructions to give to the learners	
As per instructions in Learner Guide	
Type of activity	Resources
5. Producing a text (Same pairs or small groups as before)	Pen and paper
Instructions to give to the learners	
As per instructions in Learner Guide	

Session

2 Language structures and features

Learner Guide:
Page 24

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

SO 2: Using language structures and features

Concept (SO 2)	Time frame	Activities related to the concept
Meaning is clearly expressed through the use of a range of sentence lengths, types, and complexities.	5 hours	Activity 6- 9
The use of paragraph conventions, including links between paragraphs in texts, promotes coherence and cohesion in writing. Their use is explained with reference to logical progression, cause and effect, and contrast.		
The overall structure of a piece of writing is controlled and the conclusion is clearly formulated.		

Tips for the Facilitator

Activity 6:

(If you wish to you can award 2 marks per correct sentence giving a total of 14 marks).

Activity 7:

There is no set Answer for this Activity. When learners have completed all four texts you should be satisfied that they can use sentences of various types, lengths and complexity and still express themselves clearly.

(If you wish to award marks for this Activity you could award them as follows:-

4 for 1)

6 for 2)

8 for 3)

12 for 4) giving a total of 20 marks.)

Activity 8:

There is no set Answer for this Activity. When checking the learner's work, make sure that they have written a text in which their paragraphs are logical and well linked.

Activity 9:

Model answer for Introduction The learners' answer will of course not be the same but it should orientate the reader to what they are going to say:

Model answer for Conclusion The learners' answer will be different but it should summarise their main argument:

3 Draft and edit own writing

Session

Learner Guide:
Page 35

After completing this session, the learner should be able to:
SO 3: Draft own writing and edit to improve clarity and correctness

Concept (SO 3)	Time frame	Activities related to the concept
Writing produced is appropriate to audience, purpose and context. Corrections are an improvement on the original.	5 hours	10 - 15
Control of grammar, diction, sentence and paragraph structure is checked and adapted for consistency.		
Logical sequencing of ideas and overall unity is achieved through redrafting.		
There is clear evidence that major grammatical and linguistic errors are edited out in redrafts.		
Inappropriate or potentially offensive language is identified and adapted/removed.		
Experimentation with different layout and options for presentation are appropriate to the nature and purpose of the task.		

Tips for the Facilitator

Activity 10:

There is no set Answer for this Activity.

As a minimum, however, the learner's revised version should have included the following:- All slang should have been removed (sick as a dog; puked; no way; drag myself; messing you around);

The joke about having been kidnapped is inappropriate and should be removed;

Ending with the word "love" is inappropriate for a letter to an academic.

If, when you read the learner's edited version you are sure it is more formal, contains no slang or jokes, and is appropriately ended, the learner will have successfully completed this activity.

Activity 12:

There is no set Answer for this Activity as learners' work will differ from pair to pair depending on the topic they chose.

An Assessment check-list is given here for you to use, or you could get the learners, in their Pairs, to do a peer assessment.

Check-list:-

- Is it apparent that the topic was thoroughly brainstormed?
- Is the mindmap inclusive and thorough?
- Is there an initial draft?
- Does the redraft have a better and clearer sequence of ideas?
- Is the redraft more consistent and logical?

Activity 13:

There is no set Answer for this Activity as each learner's text will differ. Use the following check-list to guide you in assessing this work:-

Checklist:

- ◆ Is there evidence of research/is the learner well informed on the topic?
- ◆ Is there clear evidence of brainstorming?
- ◆ Are the ideas translated into sentences?
- ◆ Are these sentences organised into logical paragraphs?
- ◆ Is there evidence that an "editor" has looked at the text?
- ◆ Is there evidence that the final piece of text has been "edited" to exclude all possible errors?
- ◆ Is the edited text an improvement on the original?

Please note that your role is to be the final editor - when you have made any further changes to the text that are necessary, ensure that the learner then incorporates these changes into his/her text.

The final piece of text that the learner has should be error free.

It is important that the learner fully comprehends the process that is necessary in order to ensure that writing is error free.

Activity 14:

There is no set Answer for this Activity as each learner will have chosen a different song. Ensure that the learners fully comprehend how damaging to interpersonal communication offensive language is.

Activity 15:

There is no set Answer for this Activity. The work the learner hands in should clearly show that they have experimented with a range of presentation styles. In the course of your interaction with the learners you can point out examples of appropriately presented work.

What will I do differently next time?

Take some time to **reflect** on your own activities as facilitator of this Unit Standard 8970. 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.	