



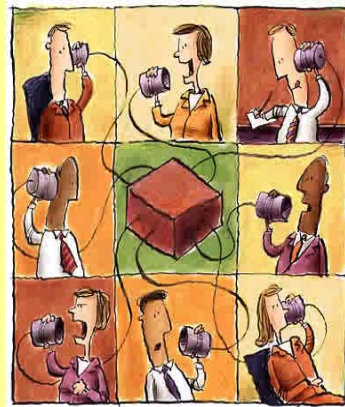
NQF Level: **1**

US No: **12462,
12469 & 12470**

Facilitator Guide

Primary Agriculture

Communicating Information



My name:

Company:

Commodity: Date:

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



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:	<i>Engage in a range of speaking and listening interactions for a variety of purposes</i>		
US No:	12462	NQF Level: 1	Credits: 6
	<i>Read and Respond to a range of text types</i>		
US No:	12469	NQF Level: 1	Credits: 6
	<i>Write for a Variety of different purposes</i>		
US No:	12470	NQF Level: 1	Credits: 6

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 this guide as well as 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	48970	1	120	<input type="checkbox"/>
National Certificate in Mixed Farming Systems	48971	1	120	<input type="checkbox"/>
National Certificate in Plant Production	48972	1	120	<input type="checkbox"/>

Please mark the learning program the learners are enrolled in:

Are you facilitating 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 four guides, namely the Learner Guide, the Learner Workbook, the 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 additional each other.

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 suitable 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 supplementary to the learning material:

- 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 specificities 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.

How to use this guide ...

Throughout the guide information is given specifically aimed at you, the facilitator, to **assist** in the actual presentation of the learning material and/or facilitation of the learning process. Although this guide contains all the information required for attaining competency in this unit standard, references to additional resources, both printed and electronic, are provided for additional reference by the facilitator and further study by the learner.

Please note that the purpose of this information is merely to **guide** you, the facilitator, and is provided as a suggestion of possibilities. It remains the responsibility of every facilitator to re-assess the learner/s in each learning situation throughout the learning process in order to stay in touch with their specific learning needs. This should be the determining factor in the choice of the learning approach to follow.

Use the different boxes listed below for identification purposes:



Instructions regarding **activities**, whether group or individual activities will be described in this box.



Facilitators' Tip ...

My Notes ...

You can use this box for your own notes/comments.

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What & How will you be Facilitating?

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My Notes ...

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The Learning Experience...

When learners have achieved this unit standard, they will be able to:

- ◆ Interact orally with others in various contexts and situations for a variety of purposes. Learners will be able to communicate reasonably confidently through developing an understanding of how listening and speaking strategies and skills can improve understanding between individuals and in groups.
- ◆ Read or view a number of different kinds of texts developed for different purposes, audiences and contexts.
- ◆ Understand how language is used to convey meaning, and to shape people's views and relationships. Learners will be able to find, sort and use information through reading.
- ◆ Produce a range of different text types for different purposes, audiences and contexts.
- ◆ Write reasonably clearly in order to communicate meaning, and show some control of grammar and style.
- ◆ Be familiar with a range of structuring devices and conventions that help convey meaning, and will develop competence in the writing process through reflecting on and correcting their own written work.
- ◆ Use language appropriate to the socio-cultural, learning, or workplace/technical environments as required.

Learners will also gain basic knowledge of:

- ◆ Use speaking and listening strategies.
- ◆ Identify the purpose, audience and context of the communication.
- ◆ Use strategies to engage with meaning and organisation in communication.
- ◆ Show a critical awareness of language use in oral texts.
- ◆ Use and respond to aesthetic, emotive, cultural and social aspects of oral texts.
- ◆ Use reading strategies appropriately and effectively.
- ◆ Identify the purpose, audience and context of texts.
- ◆ Engage with meaning and organisation in texts.
- ◆ Show a critical awareness of language usage in texts.
- ◆ Identify and respond to aesthetic, emotive, cultural and social aspects of texts.
- ◆ Understand the use of conventions and structures in texts.
- ◆ Produce texts appropriate to purpose, audience and context.
- ◆ Use grammatical structures to organise texts.
- ◆ Use writing conventions to organise texts.
- ◆ Plan, draft and edit own writing.

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)	60 hours	20 hours	40 hours	16
Learner Orientation and "Ice Breaker"	30 minutes	15 minutes	15 minutes	N/A
Purpose, Introduction and Learner Directions	1 hour	30 minutes	30 minutes	N/A
Session 1	12 hours	4 hours	8 hours	1 – 6
Session 2	12 hours	4 hours	8 hours	7 – 9
Session 3	11 hours, 45 minutes	3 hours, 45 minutes	8 hours	10 – 14
Session 4	10 hours	3 hours	7 hours	15
Session 5	9 hours, 45 minutes	3 hours	6 hours, 30 minutes	16
Preparation for Assessment & revision	3 hours	1 hour, 30 minutes	1 hour, 30 minutes	N/A

Tips for level of learning



Remember the following before you get started:

This unit standard is aimed at level 1 learners.

- ◆ A typical level 1 learner might be exposed to the world of work through this learning program for the first time.
- ◆ Explain concepts and define words in a simple, clear and concise method throughout the learning program.
- ◆ Take special care to facilitate for ALL learners. Allow them opportunities to share experiences, prior knowledge, translate into their mother tongue for each other and enjoy the learning process.
- ◆ The examples given in this resource guide might be for a different geographical area or commodity to what the learner is exposed to – please adapt your examples accordingly.
- ◆ There should always be good communication between facilitators and mentors to ensure effective learning experience.
- ◆ During practical activities facilitators should be present at all times. Should that not be possible, the mentor should be available for attendance.

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.		
Documentation checklist:		
Attendance Register		
Course Evaluation		
Learner Course Evaluation		
Portfolios of evidence		

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		

Contextualisation of Content!

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

Contextualisation	
What specific information / activities / examples should I include in this module?	
<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 Using Information

Learner Guide:
Page 7

After completing this session, the learner should be able to:
This is an integrated session and covers various Specific Outcomes and Assessment Criteria of the THREE unit standards listed on the second page of this learner guide.

Concept	Time frame	Activities related to the concept
Main message of text is extracted.	A total time of 8 hours has been allocated to the activities. This includes the time the learner will use to work through the material at his own time for preparation for assessment	1 – 6
Reading strategies appropriate to the text and task are chosen and used.		
Meaning of unfamiliar vocabulary is inferred through the use of context clues and word attack skills.		
Reading for detail is done.		
Specific information is found using basic referencing skills (e.g. numbering).		
Relationships between parts of words, phrases or sentences (e.g. cause and effect) are used to understand the text.		
Text features (e.g. register, tone, etc) are identified and explained (e.g. mismatch between tone and content).		
Translation into other languages is used where helpful and appropriate.		
Likely purpose of text is identified.		
Reason is given for identification of purpose.		

Likely intended audience(s) of text is/are identified.		
Likely source of text is identified.		
Text is interpreted in light of the purpose, audience, context and source.		
The possible cultural and social context in which the text was produced is inferred from contextual clues (e.g. historical period shown by vocabulary).		



Please allow learners to complete Activity 1 – 6 in their workbooks

Type of activity	Resources	Instructions to give to the learners
1 Group Activity	Learner Guide, oral instruction and explanation, workbook	Brainstorm and write down a list of reasons why you think it is important to understand the meaning of information that you might encounter in the course of your life and work.
2 Group Activity	Learner Guide, oral instruction and explanation, workbook	Follow the same process as in your learner guide and discuss the example. Make notes on the information that your group will need to achieve the task at hand.
3 Individual Activity	Learner Guide, oral instruction and explanation, workbook	Read the following article and write keynotes for yourself according to the steps listed below.
4 Individual Activity	Learner Guide, oral instruction and explanation, workbook	Name 5 places that you can think of where you might find information and what types of information might be available there.
5 Group Activity	Learner Guide, oral instruction and explanation, workbook	Discuss in your group and give examples of a fact and an opinion for each of the subjects listed.
6 Individual Activity	Learner Guide, oral instruction and explanation, workbook	Read the following article and list the answers as per the criteria. Explain the criteria to the learners

Session

2 Communicate in writing

**Learner
Guide:
Page 34**

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

This is an integrated session and covers various Specific Outcomes and Assessment Criteria of the THREE unit standards listed on the second page of this learner guide.

Concept	Time frame	Activities related to the concept
Common grammatical structures are used correctly (e.g. subject/verb agreement; pronouns, tenses, parts of speech, commonly used verb forms).	<p>A total time of 8 hours has been allocated to the activities. This includes the time the learner will use to work through the material at his own time for preparation for assessment</p>	<p>7 – 9</p>
Clear, simple sentences are used.		
A variety of sentence lengths and types are used appropriately (e.g. negatives, question forms, statements, imperatives).		
Punctuation and spelling conventions are used appropriately.		
Grammatical link devices (e.g. conjunctions) are used correctly to write sustained pieces.		
Sentence structure and word order are used accurately.		

Session **3** **Verbal communication**

**Learner
Guide:
Page 48**

After completing this session, the learner should be able to:
This is an integrated session and covers various Specific Outcomes and Assessment Criteria of the THREE unit standards listed on the second page of this learner guide.

Concept	Time frame	Activities related to the concept
Likely purpose of oral communication is identified.	<p>A total time of 8 hours has been allocated to the activities. This includes the time the learner will use to work through the material at his own time for preparation for assessment</p>	<p>10 – 14</p>
Likely intended audience(s) is/are identified.		
Likely source of received oral communication is identified.		
Features of the context in which communication happens are described.		
Ways in which purpose, audience, context and source influence the communication are discussed with supporting evidence from a received oral text.		
A spoken text is produced that is appropriate for purpose, audience and context.		
Main message of oral communication is successfully understood.		
Main message of oral communication is successfully communicated.		
Speech features (e.g. register, tone, body language, tempo, volume, stress) are interpreted (e.g. mismatch between tone and content).		

Speech features (e.g. as above) are appropriately used.		
Processes for checking that effective communication is taking place are successfully employed (checking on own and other's understanding; rephrasing; asking for clarification; asking for feedback; etc).		
Translation into other languages is used where helpful and appropriate.		



Please allow learners to complete Activity 10 – 14 in their workbooks

Type of activity	Resources	Instructions to give to the learners
10 Group Activity	Learner Guide, oral instruction and explanation, workbook	Divide into pairs and allow discussion.
11 Individual Activity	Learner Guide, oral instruction and explanation, workbook	Learner should execute this as a practical observation in the workplace. Individuals should be observed and comments written on the observation.
12 Group Activity	Learner Guide, oral instruction and explanation, workbook	Allow learners time to discuss in groups and write down their findings. Present in the group.
13 Group Activity	Learner Guide, oral instruction and explanation, workbook	Allow learners time to discuss in groups and write down their findings. Present in the group
14 Individual Activity	Learner Guide, oral instruction and explanation, workbook	Learners to complete on the worksheet.

Session

4 Aesthetic, emotive, cultural and social use of communication

**Learner Guide:
Page 64**

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

This is an integrated session and covers various Specific Outcomes and Assessment Criteria of the THREE unit standards listed on the second page of this learner guide.

	Time frame	Activities related to the concept
Identify and respond to aesthetic, emotive, cultural and social aspects of texts.	<p>A total time of 7 hours has been allocated to the activities. This includes the time the learner will use to work through the material at his own time for preparation for assessment</p>	<p>15</p>
Aesthetic texts include poetry, short literary texts or extracts, folklore, creative advertising, creative multi-media texts.		
Emotive texts include advertisements, speeches, persuasive texts, texts dealing with emotive issues.		
Cultural and social texts include texts dealing with cultural and social issues, texts dealing with attitudes towards language and language varieties, texts dealing with power relations between different languages and language varieties.		
Literary and stylistic devices –		
Symbolism, rhyme, rhythm and poetic devices		
The effects of literary and stylistic devices are discussed.		
Emotive language in texts		

Session

5 The use of conventions and structures of communication

**Learner Guide:
Page 73**

After completing this session, the learner should be able to:
This is an integrated session and covers various Specific Outcomes and Assessment Criteria of the THREE unit standards listed on the second page of this learner guide.

Concept	Time frame	Activities related to the concept
The use of conventions and structures in texts.	<p>A total time of 6 hours, 45 min has been allocated to the activities. This includes the time the learner will use to work through the material at his own time for preparation for assessment</p>	<p>16</p>
Type of text (formal, informal, factual, persuasive, narrative, practical etc) and genre (poem, advertisement, article etc) are identified.		
Format (report, letter, CV, dialogue etc) and its functions are identified.		
Layout features and their functions are recognised.		
Grammatical structures are identified and used to extract meaning (effect of tense on meaning; use of passive or active voice, etc).		
Structuring devices, typographical, graphic or visual features (table of contents, indices, graphs, titles, headings and sub-headings, captions, use of paragraphs etc) are recognised and used to extract meaning.		

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.	