



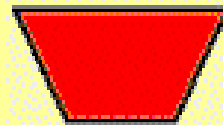
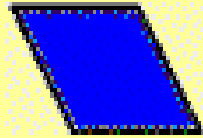
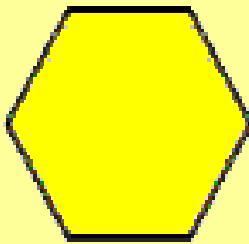
NQF Level: 1

US No: 7464

# Facilitator Guide

## Primary Agriculture

**Analyse cultural products and processes as representations of shape, space and time**



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:

<b>Title:</b>	Analyse cultural products and processes as representations of shape, space and time		
<b>US No:</b>	<b>7464</b>	<b>NQF Level:</b>	<b>1</b>
		<b>Credits:</b>	<b>2</b>

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

## 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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## The Learning Experience...

When learners have achieved this unit standard, they will -

- ◆ Describe and represent the position and change in position of an object in space; and
- ◆ Illustrate changes in size and shape of the appearance of objects as a result of changes in orientation.

When learners have achieved this unit standard, they will -

- ◆ Identify geometric shapes and patterns in cultural products.
- ◆ Analyse similarities and differences in shapes and patterns, and effect of colour, used by cultures.
- ◆ Analyse and explain the way shapes and space are used in different epochs and cultures.

**My Notes ...**

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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	13 hours, 10 min	6 hours, 50 min	9
Learner Orientation and "Ice Breaker"	15 min	0	15	Own discretion
Purpose, Introduction and Learner Directions	25 min	15	10	Class exercise
Session 1	7 hours 30 min	5 hours, 45 min	1 hour 45 min	1-3
Session 2	5 hours	3 hours, 40 min	1 hour 20 min	4-7
Session 3	3 hours, 20 min	2 hours	1 hour 20 min	8-9
Preparation for Assessment & revision	3 hours	-	-	N/a
Assessment (per learner)	30 minutes	-	-	Summative & Practical Assessment

## 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

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

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

<b>Preparation:</b>	<b>Yes</b>	<b>No</b>
<b>Qualification Knowledge</b> – I have familiarised myself with the content of the applicable qualification		
<b>Unit Standard Knowledge</b> – I have familiarised myself with the content of all aspects of the applicable unit standard		
<b>Content Knowledge</b> – I have sufficient knowledge of the content to enable me to facilitate with ease		
<b>Application knowledge</b> – I understand the programme matrix & have prepared for programme delivery accordingly		
<b>Contextualisation</b> – I have included information which is specific to the commodity and practices related to the commodity		
<b>Ability to respond to learners background &amp; experience</b> – I have studied the learner demographics, age group, experience & circumstances & prepared for programme delivery accordingly		
<b>Enthusiasm &amp; Commitment</b> – I am passionate about my subject & have prepared my programme delivery to create a motivating environment with real commitment to success		
<b>Enterprise knowledge</b> – I know & understand the values, ethics, vision & mission of the workplace & have prepared my programme delivery, reporting & administrative tasks accordingly.		
<b>Equipment check:</b>		
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"> <li>▪ Commodity specific?</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Operating procedures of the farm?</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Agricultural practices?</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Agricultural markets?</li> </ul>	



Session

# 1 Identify geometric shapes and patterns in cultural products

Learner Guide:  
Page 5

After completing this session, the learner should be able to:  
**SO 1: Identify geometric shapes and patterns in cultural products.**

Concept (SO 1)	Time frame	Activities related to the concept
Basic shape transformations.	7 hours 30 min	Activity 1
Basic geometric shapes - identified and described.		Activity 2
Basic patterns - identified and described.		Activity 3
How basic patterns are extended in a way that maintains the consistency of the pattern.		



- ◆ Ensure that you orientate learners as to what they are going to learn and why this is important.
- ◆ Link this learning experience to the world of work and their home environment.
- ◆ It will show learners that people have been using shapes and patterns in their daily lives for millennia.
- ◆ Ask learners to bring containers or any other object from the home and work environment as examples of shapes and patterns.

**Assessment ("How am I doing"):**

- ◆ It is important to prompt learners to check their progress by completing this self-assessment exercise.
- ◆ Please offer learners an opportunity to ask questions and share concerns.



Session

# 2

## Analyse similarities and differences in shapes and patterns, and the effect of colour, used by different cultures

Learner Guide:  
Page 17

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

**SO 2: Analyse similarities and differences in shapes and patterns, and the effect of colour, used by different cultures.**

Concept (SO 2)	Time frame	Activities related to the concept
Similarities in shapes and patterns are identified.	5 hours	Activity 4
Differences in shapes and patterns are identified.		Activity 5
Possible reasons for similarities and/or differences in shapes and patterns used by different cultures are identified.		Activity 6
The effect of colour on shape and symmetry - described and illustrated.		Activity 7



Please allow learners to complete Activities 4 – 6 in their workbooks

Type of activity	Resources	Instructions to give to the learners	Conclusions
4: Individual activity	Learner Workbook, Learner Guide, Oral instruction	Look at the shapes and answer the questions	Similarities and differences in shapes and patterns are identified
5: Group activity	Learner Workbook, Learner Guide, Oral instruction, different shapes	Observe the different shapes, draw the shapes, cut and paste if necessary	Similarities and differences in shapes and patterns are identified
6: Group Activity, Research and Discover	Pictures of traditional clothing, research sources, pictures, descriptions	Research the traditional colours and clothing of 3 ethnic groups	Possible reasons for similarities and/or differences in shapes and patterns used by different cultures.



Session

# 3 Uses of shapes and space different epochs and cultures

Learner Guide:  
Page 25

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

**SO 3: Analyse and explain the way shapes and space are used in different epochs and culture.**

Concept (SO 3)	Time frame	Activities related to the concept
Architecture and settlement planning.	3 hours, 20 min	Activity 8
Shapes used by different cultures are identified.		
The use of space in different cultures is analysed and explained.		Activity 9
The use of space in different epochs is analysed.		



Please allow learners to complete Activity 8 – 9 in their workbooks

Type of activity	Resources	Instructions to give to the learners	Conclusions
<b>8:</b> Research Task	Learner Workbook, Learner Guide, Oral instruction Magazines	Find pictures of traditional clothing and the shapes used in the clothing.	Different cultures' uses and of shape and colour and the significance attached to it by the culture.
<b>9:</b> Research Task	Learner Workbook, Learner Guide, Oral instruction Pictures, source material	Research each of the building styles or structures. Structure your answers according to the questions.	Uses of space and shape as it differs from culture to culture

## 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
1.	
2.	
3.	
4.	
5.	