



NQF Level: 3

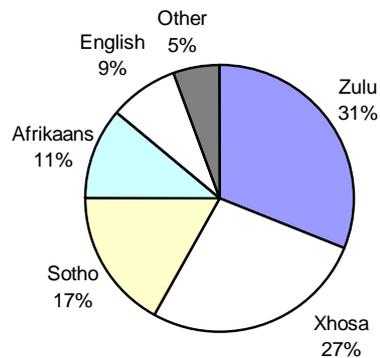
US No: 8969

Facilitator Guide

Primary Agriculture

Interpret and use Information from texts

First Language Distribution



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



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
An Introduction,.....	7
Learning Program Time Frames	8
Tips for level of learning	9
Facilitator's Checklist & Training Aids	10
Contextualisation of Content!	11
Session 1: Interpret and Use Information from Text.....	12
Learner Guide page 8	
Session 2: Accommodate Audience and Context Needs in Oral Communication.....	14
Learner Guide page 28	
Session 3: Write texts for a Range of Communicative Contexts.....	16
Learner Guide page 39	
Session 4: Use Language and Communication in Occupational Learning Programmes.....	17
Learner Guide page 44	
What will I do differently next time?.....	19

The Learning Experience...

When you have achieved this unit standard, you should have the following competencies:

- ◆ Identify unfamiliar words. Their meanings are correctly determined by using knowledge of syntax, word-attack skills, and contextual clues.
- ◆ Different options for the meanings of ambiguous words are tested, and selected meanings are correct in relation to the context.
- ◆ Main ideas are separated from supporting evidence and paraphrased or summarized.
- ◆ The purpose of visual and/or graphic representations in texts are recognized and explained.
- ◆ Source of text is identified and discussed in terms of reliability and possible bias.
- ◆ Author's attitude, beliefs and intentions are explored in order to determine the point of view expressed either directly or indirectly.
- ◆ Author's techniques are explored and explained in terms of purpose and audience.
- ◆ Promotion of, or support for, a particular line of thought/cause is identified and explained with reference to selection or omission of materials.
- ◆ Instructions and requests are acted upon.
- ◆ Text-type, format and register used are on the correct level of formality.
- ◆ The choice of words, language usage, symbols, pictures and tone is described in terms of how a point of view is shaped or supported.

Learners will specifically be able to:

- ◆ Use a range of reading and viewing strategies to understand the literal meaning of specific texts.
- ◆ Use strategies for extracting implicit messages in texts.
- ◆ Respond to selected texts in a manner appropriate to the context.

Learners will also gain basic knowledge of:

- ◆ The understanding 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.

Learning Assumed to be in Place:

- ◆ NQF 2: FET-C/02 Access and use information from texts



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

Introduction

Communication plays a critical role in all of our lives. Every time we open our mouths to speak, listen to someone or put pen to paper we are in the process of communicating.

Communication can be described as the process of transmitting and receiving ideas, information, and messages. The rapid transmission of information over long distances, and ready access to information, have become conspicuous (very noticeable) and important features of human society, especially in the past 150 years, and in the past few decades, increasingly so.

As individuals we need to ensure that our communication with one another is as clear as possible. In this Module you will cover topics like speaking in public, presenting your ideas in a debate, learning to become more effective listeners and acquiring the skills to become effective writers.

All the skills you will learn here will help you in terms of your studies, your everyday interaction and assist you in your future occupations.

Although you are studying plant production you are also individuals with a wide and diverse range of interests. The content that you are exposed to in this Module will reflect this. There are many examples and activities relating to your field of study but there are also many that require you to think outside the box and use your imagination.

We have also attempted to highlight some issues of concern to all South Africans such as the AIDS pandemic and gender and race issues. Thus you will experience a wide range of content in this Module.

Learners at this level read and view a range of texts. Learners credited with this unit standard are able to read a variety of text types with understanding and to justify their views and responses by reference to detailed evidence from text. They are also able to evaluate the effectiveness of different texts for different audiences and purposes, by using a set of criteria for analysis.

Learners credited with this unit standard are able to:

- ◆ Use strategies for extracting implicit messages in texts
- ◆ Respond to selected texts in a manner appropriate to the context
- ◆ Explore and explain how language structures and features may influence a reader.

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	16 hours	34 hours	N/A
Learner Orientation and "Ice Breaker"	1 hour	30 minutes	30 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 – 4
Session 2	18 hours	5 hours	13 hours	5 – 10
Session 3	7 hours	2 hours	5 hours	11
Session 4	9 hours	3 hours	6 hours	12 – 14
Preparation for Assessment & revision	2 hours	1 hour	1 hour	N/A

Tips for the Facilitator

- There are a number of Learning Tasks included in the corresponding section of the Learner Guide. These can be used as individual activities, or as tasks in self directed learning in or outside of the classroom. Facilitators can decide how best they can be used, depending on the class, the context, capabilities of the learners etc. These can also be augmented by additional activities. Remember that learners may need more activities to practice their skills, and can be encouraged to do so using assignments from their Core and Electives.

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 Interpret and Use Information from Text

Learner Guide:
Page 8

After completing this session, the learner should be able to:
SO 1: Use a range of reading and viewing strategies to understand the literal meaning of specific texts.

Concept (SO 1)	Time frame	Activities related to the concept
Unfamiliar words are identified. Their meanings are correctly determined by using knowledge of syntax, word-attack skills, and contextual clues.	12 hours	Activity 1 – 4
Different options for the meanings of ambiguous words are tested, and selected meanings are correct in relation to the context.		
Main ideas are separated from supporting evidence and paraphrased or summarised.		
The purpose of visual and/or graphic representations in texts are recognised and explained.		

Tips for the Facilitator



Activity 1:

When you have checked the learners' answers, allow for discussion on any terms that learners did not understand and see if they can now apply the principles of word attack skills in an appropriate manner.

Activity 2:

There are no set answers for this Activity.

Ensure, by checking the tapes, that each learner has undertaken the task.

The learners will have successfully completed this Activity when they have checked with the recorded group as to the accuracy of their 'translation'.

Activity 3:

The learners should have answers that are similar to these model answers.

If you wish to award marks you could award two marks per correct sentence giving a total of 16 marks.

If the learners do not have the correct answer go over the sentences with them until they can see the ambiguities in each one.

Tips for the Facilitator



Activity 4:

The answers below serve as a guideline for the summaries for the two texts. The learners' work will obviously not be identical but should be similar in terms of selection of main points.

Please note that this work is done in pairs in order to facilitate discussion around the identification of main points. If you feel the learners should rather do this as an individual activity then you may inform them of this.



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

Type of activity	Resources
1. Word attack Skills.	Pen and paper.
Instructions to give to the learners	
As per instructions in Learner Guide.	
Type of activity	Resources
2. Group Activity Dialect Interpretation.	A tape recorder; group of people.
Instructions to give to the learners	
As per instructions in Learner Guide.	
Type of activity	Resources
3. What do these sentences mean?	Pen, paper.
Instructions to give to the learners	
As per instructions in Learner Guide.	
Type of activity	Resources
4. Summarizing a text (Pairs).	A pen and paper.
Instructions to give to the learners	
As per instructions in Learner Guide.	

My Notes ...

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Session

2 Accommodate Audience and Context Needs in Oral Communication

Learner Guide:
Page 28

After completing this session, the learner should be able to:
SO 2: Use strategies for extracting implicit messages in texts.

Concept (SO 2)	Time frame	Activities related to the concept
Source of text is identified and discussed in terms of reliability and possible bias.	18 hours	Activity 5 – 10
Author`s attitude, beliefs and intentions are explored in order to determine the point of view expressed either directly or indirectly.		
Author`s techniques are explored and explained in terms of purpose and audience.		
Promotion of, or support for, a particular line of thought/cause is identified and explained with reference to selection or omission of materials.		

Tips for the Facilitator



Activity 5:

Check the learners' answers and ensure that they all understand the concept of a biased source.

If you prefer to you can let learners do this as an individual activity.

Activity 6:

Check the learners' answers and ensure that they can identify attitudes and beliefs of authors.

If you prefer to you can let learners do this as an individual activity

Activity 7:

If you wish to award marks for these answers then 3 marks per answer is suggested, giving a total of 21 marks. Alternatively you can allow for paired peer assessment

Activity 8:

As learners have done a few similar activities in pairs, this is an opportunity to see that they can handle this type of activity on their own.

If you wish to award marks for these answers then 3 marks per answer is suggested, giving a total of 15 marks. Alternately you can allow for self-assessment once you have supplied the answers.

Tips for the Facilitator



Activity 9:

There is no set answer for this activity.

Learners will have successfully completed the Activity when they demonstrate that they can answer the questions posed in a satisfactory manner, i.e. can identify the source of the humour and the intended audience.

Activity 10:

There is no set answer for this Activity. Learners will have successfully completed the Activity when they demonstrate they can analyse an advert in a satisfactory manner. Please note that if learners have difficulty in terms of videoing material, then as an alternative you could get them to simply describe the adverts. Alternatively you could video a few adverts and get learners to analyse these in small groups.



Please allow learners to complete Activity 5,6,7,8,9 & 10 in their Learner Guides

Type of activity	Resources
5. Identifying bias (Pairs).	Pen and paper.
Instructions to give to the learners	
As per instructions in Learner Guide.	
Type of activity	Resources
6. Identifying attitudes and beliefs.	A pen and paper. You may work in pairs.
Instructions to give to the learners	
As per instructions in Learner Guide.	
Type of activity	Resources
7. Sources and intentions (Pairs).	A pen and paper.
Instructions to give to the learners	
As per instructions in Learner Guide.	
Type of activity	Resources
8. Who and Why (Individual).	A pen and paper.
Instructions to give to the learners	
As per instructions in Learner Guide.	
Type of activity	Resources
9. Humorous Adverts (Pairs).	magazines, scissors, pen & paper.
Instructions to give to the learners	
As per instructions in Learner Guide	
Type of activity	Resources
10. Analysing an Advert. (Pairs).	adverts which have been videotaped.
Instructions to give to the learners	
As per instructions in Learner Guide.	

Session

3 Write texts for a Range of Communicative Contexts

Learner Guide:
Page 39

After completing this session, the learner should be able to:
SO 3: Respond to selected texts in a manner appropriate to the context.

Concept (SO 3)	Time frame	Activities related to the concept
Instructions and requests are acted upon.	7 hours	Activity 11
Text-type, format and register used are on the correct level of formality.		

Tips for the Facilitator



Activity 11:

If the learners followed instructions properly they should end up with 12.
Check each line if all learners did not get the correct answer:



Please allow learners to complete Activity 11 in their Learner Guides

Type of activity	Resources
Following instructions (Pairs)	A pen & paper
Instructions to give to the learners	
As per instructions in learner guide.	

Session

4 Use Language and Communication in Occupational Learning Programmes

Learner Guide:
Page 44

After completing this session, the learner should be able to:
SO 4: Explore and explain how language structures and features may influence a reader.

Concept (SO 4)	Time frame	Activities related to the concept
The choice of words, language usage, symbols, pictures and tone is described in terms of how a point of view is shaped or supported.	9 hours	Activity 12 – 14

Tips for the Facilitator



Activity 12:

If you wish to award marks for this Activity you could give up to 8 marks per correct analysis; the critical thing is that learners can distinguish between humour for entertainment and humour in the form of satire to make a political or social point.

Activity 13:

Check that the learners give coherent reasons as to whether this review would influence them in any way.

Activity 14:

There is no set answer for this Activity. Learners' answers will differ depending on what adverts they have chosen.

Check that they have understood how visual material can support a particular point of view.

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.	