

Water Harvesting and Conservation

Volume 2 Part 4: Facilitation and Assessment Guide for the Facilitation Manual

Jonathan Denison
Heidi Smulders
Erna Kruger
Hlubi Ndingi
Marius Botha

Report to the
Water Research Commission

by

Umhlaba Consulting Group (Pty) Ltd



PO Box 7609, East London
admin@umhlabagroup.co.za



WRC Report No. TT 496/11

August 2011

Obtainable from

Water Research Commission

Private Bag X03

GEZINA, 0031

orders@wrc.org.za

The publication of this report emanates from a project titled *Development of a comprehensive learning package for education on the application of water harvesting and conservation* (WRC Project No. K5/1776).

This report forms part of a set of 5 reports. The other reports in the series are:

Water Harvesting and Conservation –

Volume 1: *Main Report on Development of a Comprehensive Learning Package for Education and Application* (WRC Report No. TT 492/11);

Volume 2 Part 1: Technical Manual and Farmer handouts (WRC Report No. TT 496/11);

Volume 2 Part 2: *Facilitation and Assessment Guide for the Technical Manual* (WRC Report No. TT 494/11);

Volume 2 Part 3: *Facilitation Manual* (WRC Report No. TT 495/11).

DISCLAIMER

This report has been reviewed by the Water Research Commission (WRC) and approved for publication.

Approval does not signify that the contents necessarily reflect the views and policies of the WRC, nor does mention of trade names or commercial products constitute endorsement or recommendation for use

ISBN 978-1-4312-0134-1

Set No. 978-1-4312-0135-8

Printed in the Republic of South Africa

Acknowledgements



The project team would like to thank the Water Research Commission for the funding and intellectual support provided to the solicited research project. The content was developed under the guidance of Dr Andrew Sanewe and the WRC reference group, whose input is gratefully acknowledged:

Dr A Sanewe (Chair)	-	Water Research Commission
Dr G Backeberg	-	Water Research Commission
Professor W van Averbek	-	Tshwane University of Technology
Professor A Modi	-	University of KwaZulu-Natal
Ms JE Sprinkhuizen	-	National Department of Agriculture
Dr G Kundhlande	-	University of the Free State
Dr J Stevens	-	University of Pretoria
Mr J Foli	-	Owen Sithole College of Agriculture
Mr CM Stimie	-	Rural Integrated Engineering

The piloting process was conducted at the University of KwaZulu-Natal, and the interest and guidance of Anne Hurley, who made the collaboration possible, is gratefully acknowledged. The detailed feedback and experienced input of Tim Houghton, who facilitated the pilot course, added substantial value to the content and how it is delivered to students.

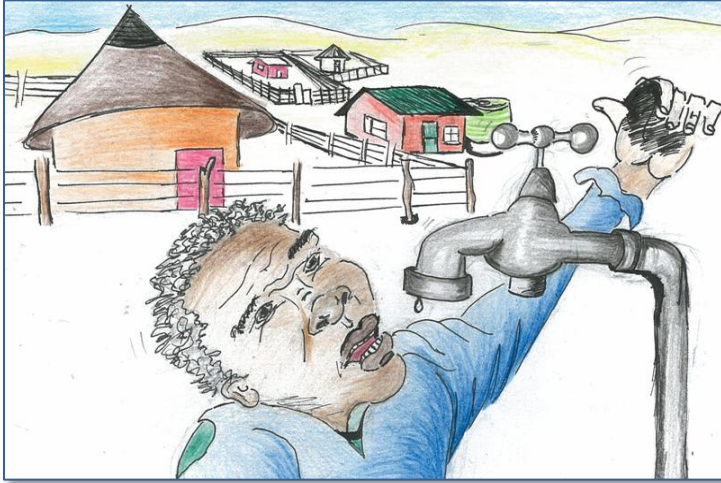
Mr Marius Paulse, the Chair of the Association of Principals of Agricultural Colleges (APAC) willingly assisted with gaining access to the colleges. Mr Johan Engelbrecht of AgriSETA provided time and comment throughout the assignment on the accreditation and registration of materials.

A number of people from the agricultural water research and education community provided comment and input to workshops and contributed to the material development process, including Professor Leon van Rensburg, Marna De Lange, Herman van Deventer, Beatrice Ensilin and Jonathan Wigley.

Professor Wim van Averbek provided input to Chapters 3 and 5 of the Technical Manual.

The colour artwork on each chapter page was selected from a project run with Year 1, 2 and 3 students at Walter Sisulu University School of Fine Art, driven by the enthusiasm of Mr Phumlani Mbanya and Dr John Steele.

Black and white illustrations are the work of Hlubi Ndingi.



Nomvuzo Ngxeba (artist)
"Water scarcity"

Facilitation Manual

Facilitation and Assessment Guide



Contents



1.	Introduction	1
2.	Suggested Course Structure	2
3.	Lesson Guidelines and Suggestions	4
3.1	Lesson 1	5
3.2	Lesson 2	7
3.3	Lesson 3	8
3.4	Lesson 4	10
3.5	Lesson 5	12
3.6	Lesson 6	15
3.7	Lesson 7	16
3.8	Lesson 8	17
3.9	Lesson 9	17
3.10	Lesson 10	21
3.11	Lesson 11	22
3.12	Lesson 12	23
3.13	Lesson 13	24
3.14	Lesson 14	24
3.15	Lesson 15	25
3.16	Lesson 16	26
3.17	Lesson 17	27
3.18	Lesson 18	27
3.19	Lesson 19	28
3.20	Lesson 20	28

4.	Activity Guidelines	29
4.1	Chapter 1, Activities 1-3	29
4.2	Chapter 2, Activities 4-5	34
4.3	Chapter 3, Activities 6-19	36
4.4	Chapter 4, Activities 20-22	48
4.5	Chapter 5, Activity 23	52
4.6	Chapter 6, Activity 24	53
5.	Test Yourself Questions and Model Answers	55
5.1	Chapter 1	56
5.2	Chapter 2	59
5.3	Chapter 3	62
5.4	Chapter 4	67
5.5	Chapter 5	69
5.6	Chapter 6	71
5.7	Chapter 7	73
6.	Assessment Guidelines	75
7.	Assessment Rubrics	80
7.1	Assessment Rubric 1	80
7.2	Assessment Rubric 2	81
7.3	Assessment Rubric 3	82
7.4	Assessment Rubric 4	83
7.5	Assessment Rubric 5	84
7.6	Assessment Rubric 6 (Activity 20 – Internet Research)	85
8.	Additional Tools	86
8.1	Unanswered Questions	86
8.2	Critical Evaluation and Constructive Feedback	86
8.3	Energizers	88
8.4	Additional Resources for Energizers	91
9.	Handouts and Template	92

1. Introduction

This WHC Facilitation and Assessment Guide (FAG) forms part of the WHC Comprehensive Learning Package. The FAG is designed as a **guide for educators** at any learning institution who present the **WHC Facilitation Course** to students.

In the WHC Facilitation course, students are taught a **participatory approach to group facilitation**, namely Participatory Technology and Innovation Development (PTID). This approach follows an **action learning cycle** and is in line with current thinking around the role of facilitators and the facilitation process (particularly in relation to community development), where the role of the facilitator is to **guide groups through interactive and participatory learning processes**.

As such it is essential that you, as the educator, **facilitate** this course in a **participatory manner** and provide students with ongoing opportunities to experience **action learning** (i.e. learning through experience and critical reflection of that experience).

The WHC Facilitation course itself, and the guidelines and suggestions provided in this FAG, have all been designed to help you do this. For example, many learning activities have been included which provide students with the opportunity to experience new things and then critically reflect on and learn from these experiences. At the same time, you as an educator must also ensure that you demonstrate strong facilitation skills when presenting this course.

The content of this FAG includes:

1. A suggested course structure.
2. Lesson guidelines and suggestions for educators.
3. Activity guidelines.
4. "Test Yourself" questions and answers.
5. Assessment guidelines and rubrics.
6. Additional tools for educators.
7. Worksheets, handouts and templates.

2. Suggested Course Structure

The way in which this course is presented will vary between learning institutions, particularly in relation to how time is allocated (e.g. the number of lessons that are presented over a course or module, the length of each lesson, the amount of student-facilitator contact time that takes place, the time allocated to group work, individual work and self-study, etc.).

The course structure presented in this section is structured around 20 lessons, each of which should include an **average** of 2.5 hours of student-facilitator contact time. Many lessons, however, require the allocation of **additional** time for group or individual work, practicals or assessments. The course structure will thus need to be adapted to meet the requirements of your learning institution, as well as your own facilitation and presentation plans.

SUGGESTED COURSE STRUCTURE		
Lesson	Chapter	Content to Cover
Lesson 1	Chapter 1: Introduction to WHC Facilitation	<ul style="list-style-type: none"> Ch.1, Section 1-Section 2.3
Lesson 2	Chapter 1: Introduction to WHC Facilitation Chapter 2: PTID – A Framework for Facilitation and Action	<ul style="list-style-type: none"> Ch.1, Section 3-4 Ch.2, Section 1-1.1
Lesson 3	Chapter 2: PTID – A Framework for Facilitation and Action	<ul style="list-style-type: none"> Ch.2, Section 1.2-4
Lesson 4	Chapter 3: Facilitation Skills	<ul style="list-style-type: none"> Ch.3, Section 1-3.1
Lesson 5	Chapter 3: Facilitation Skills	<ul style="list-style-type: none"> Ch.3, Section 3.2-5.1 (incl. Body Language)
Lesson 6	Chapter 3: Facilitation Skills	<ul style="list-style-type: none"> Ch. 3, Listening Skills-Questioning Skills
Lesson 7	Chapter 3: Facilitation Skills	<ul style="list-style-type: none"> Ch. 3, 5.2-5.3
Lesson 8	Chapter 3: Facilitation Skills	<ul style="list-style-type: none"> Ch. 3, Activities 17 and 18 <p><i>Note: This will need to be an extended lesson, or you will need to use an "open" lesson between lessons 8 & 9 to have enough time for both activities.</i></p>
Lesson 9	Chapter 3: Facilitation Skills	<ul style="list-style-type: none"> Ch. 3, 5.4-9
Lesson 10	Chapter 4: Enter the Community and Identify Opportunities	<ul style="list-style-type: none"> Ch.4, Section 1-4.1

Lesson 11	Chapter 4: Enter the Community and Identify Opportunities	<ul style="list-style-type: none"> • Ch.4, Section 4.2-5 (and Resource Mapping) <i>Note: This will probably need to be an extended lesson.</i>
Lesson 12	Chapter 4: Enter the Community and Identify Opportunities	<ul style="list-style-type: none"> • Ch.4, Section 4-5 (and Transect Walk) <i>Note: This will probably need to be an extended lesson.</i>
Lesson 13	Chapter 5: Assess and Plan	<ul style="list-style-type: none"> • Ch.5, Section 1-2.3
Lesson 14	Chapter 5: Assess and Plan	<ul style="list-style-type: none"> • Ch.5, Section 3-4
Lesson 15	Chapter 6: Act and Observe	<ul style="list-style-type: none"> • Ch.6, 1-4.3
Lesson 16	Chapter 6: Act and Observe	<ul style="list-style-type: none"> • Ch.6, 4.4-8
Lesson 17	Chapter 6: Act and Observe	<ul style="list-style-type: none"> • Ch.6, Activity 24
Lesson 18	Chapter 7: Tools for PTID	<ul style="list-style-type: none"> • Ch.7
Lesson 19	Open lesson	<ul style="list-style-type: none"> • Open lesson
Lesson 20	Open lesson	<ul style="list-style-type: none"> • Open lesson

NOTE: Lessons 19 and 20 have been left as “open” lessons, which means that they can be placed **anywhere** in the course structure (e.g. between Lesson 7 and Lesson 8). The open lessons can be used for any purpose, for example to cover, revise or practice more complex content, or to conduct longer activities, site visits, practicals, or assessments.

3. Lesson Guidelines and Suggestions

This section contains guidelines, ideas and suggestions for each lesson in the course structure provided (see Section 2). Please note that following these guidelines is **optional**, and that you are free to structure and present the course in a different way if you prefer. What is important is that all of the content is covered in a logical and sequential order, and that you present (i.e. facilitate) the course in a participatory manner.

Note also that it is important to read through the Activity Guidelines (Section 4 of this guide) when preparing your lessons, so that you fully understand what each activity involves and can plan your lesson time accordingly.

Chapters 1 and 2 of the WHC Facilitation Manual consist mainly of contextual and theoretical information, and as a result these chapters are quite dense. Some detailed suggestions for presenting this information in a way that makes it accessible and interesting to students are included in this section.

Chapter 3 of the manual contains a number of experiential activities which will require a lot of time for students to complete. Most of these activities need to be done in class, so it is important that you allocate enough time for this purpose.

Chapters 4-6 of the manual explain each of the 6 steps of the PTID process in detail, and Chapter 7 contains the participatory tools that are relevant to this process. It is important that students refer to these tools when directed to do so.

3.1 Lesson 1

Materials needed:

- The Meatrix – WH&C DVD or online at www.meatrix.com
- TV or PC/s
- Guidelines and assessment criteria for Activity 3 *if you use this activity for assessment purposes* (1 copy for each student).

Content to cover:

- Chapter 1, Section 1-Section 2.3

1. Begin the lesson by asking students about their expectations for this part of the WHC course. (What are you expecting to learn in this course? What do you hope to get out of it, and why?, etc.)
2. Give a brief overview of this lesson.
3. Discuss the term **facilitator**. (What is a facilitator? What do you understand the word to mean? Is a facilitator different to a teacher? In what ways? Where do facilitators work? What exactly do they do? How does facilitation fit into this course? What are your own experiences of facilitators and facilitation?, etc.)
4. Give a brief overview of the course. You can include the following points:
 - While facilitation can take place in any context, this course is aimed specifically at **WHC facilitation in a development context** (e.g. as part of a development initiative or programme). The people with whom WHC facilitators are likely to work are smallholder farmers, many of whom are women.
 - The nature of development work has changed significantly in recent years, and traditional approaches to development work have been replaced – in theory if not always in practice – with a new body of approaches, all of which are underpinned by the same set of principles or beliefs. In the first part of this course we will explore the context of development work in some detail in order to understand *what* these changes have been, *why* they have taken place and *how* they have impacted on the roles played by development agents such as WHC facilitators.
 - You will then be introduced to a development approach called Participatory Technology and Innovation Development (PTID). This is the approach that you will learn to use as a WHC facilitator.
 - Before we examine PTID in detail, you will be given the chance to explore and practice a number of essential facilitation skills. You will continue to develop these skills through the rest of the course.
 - We will then examine each of the six stages of the PTID process in turn. You will also be introduced to some of the tools used by PTID facilitators, and you will be given opportunities to practice using them.

5. Look at the definitions of “facilitator” and discuss them. Explore how these formal definitions compare with the ideas that students expressed about facilitators at the beginning of the lesson.
6. **Activity 1: What is Progress?** (refer to Section 4 for activity guidelines).
7. Introduce the “idea of progress”. Explain how and why this idea developed into an **ideology**. You will need to explain that the term “ideology” means a set of beliefs, values and ideas that shapes the way a person or group thinks, acts and understands the world.
8. **Activity 2: More on Progress...** (refer to Section 4 for activity guidelines).
9. Show **The Meatrix**.
10. **Activity 3: The Meatrix OR assign the Activity for assessment purposes** (refer to Section 4 for activity and assessment guidelines).
11. Discuss the positive and negative aspects and impacts of the “pursuit of progress”.
12. Discuss one or two specific developments which have been positive for society/ humankind but which have also impacted negatively on the environment. For example:

Computers

Examples of positive impact:

- improved / easy / inexpensive communication (especially over long distances) via email and the internet
- easy access to resources (e.g. internet research)
- mobile offices / people can work from home or any location
- quick and easy word processing
- fun / games / music / graphics, etc.
- employment (e.g. software designers, technicians, website administrators), etc.

Examples of negative impact:

- increased pollution from computer and hardware production
- increased energy consumption (especially when computers are left on unnecessarily)
- increased paper usage (printing out of electronic data)
- computers and related electronic parts contain toxic substances such as lead and mercury (which goes into landfills when computers are dumped instead of recycled), etc.

Medical Supplies (e.g. drugs and equipment)

Examples of positive impact:

- improved medical care
- treatment and cures for many diseases
- advanced medical procedures (e.g. organ transplants), etc.

Examples of negative impact:

- mercury and dioxin pollution from the disposal (incineration) of medical waste
 - “sharps” (needles, scalpels, etc.) often wash up on beaches, posing a risk to animals and humans
 - prescription drugs (e.g. disposed of by individuals, or not absorbed by the human body) end up in drinking water / contaminate water sources, etc.
13. Discuss in detail the negative impact that the ideology of progress (and development approaches based on this ideology) has had on the environment. Explain that this has led to a strong focus on **sustainability**.
 14. Revise and discuss the concept of sustainability (this concept was introduced in the Technical Manual).
 15. Explain that in the next lesson you will examine the impact that the shift towards sustainability has had on conventional/traditional development approaches.
 16. If you have time, show **The Meatrix II** and **The Meatrix II ½**.

3.2 Lesson 2

Content to cover:

- Chapter 1, Section 3
- Chapter 2, Section 1.1

1. Revise Lesson 1.
2. Provide a brief overview of this lesson.
3. Introduce and discuss the **Transfer of Technology** (TOT). Ask students if this approach to learning is familiar to them. You can explain that the term “Talk and Chalk” encapsulates this approach.
4. Explain that in recent years, many development agents have begun to question the value of the TOT approach, mainly as a result of their own experiences in the field, but also because they believe in the importance of sustainable development.
5. Discuss what these agents have come to recognise while working with farmers (e.g. that farmers have a wealth of knowledge and experience, and that they are experimenters by nature). Introduce the two main beliefs about development that have arisen as a result.
6. Explain why **participatory approaches** are believed to be the answer to successful (i.e. sustainable) development.
7. Examine **Table 1.1** with students, and discuss the new role of development agents (i.e. facilitators involved in a process of change).

8. You are now ready to **introduce PTID**. When working through Chapter 2, Section 1-1.1, it is not necessary to focus on the background to PTID. Rather, focus on the following:
- Why learn an *approach*? An approach is useful because it is a *framework for action* and a *planning tool*. Explain that you as a facilitator also take a specific approach to your work, and that this approach guides your planning and preparation, as well as how you engage with your students.
 - There are many different participatory approaches that have developed, but that they all embody the *same principles* and have certain characteristics in common. Examine these characteristics (i.e. they prioritise local knowledge, they follow an action learning cycle, they use a range of participatory tools, etc.).
 - PTID reflects the essence of three of the main participatory approaches that have emerged (PTD, PID and PEA).
 - There are some key concepts that are central to this approach, which will be examined in the next lesson.

3.3 Lesson 3

Materials needed:

- Some relatively common plants (fruit, vegetables or herbs) that are indigenous to the area.
- Overhead transparency of Figure 2.2 (recommended)

Content to cover:

- Chapter 2, Section 1.2-3.4

1. Revise Lesson 2.
2. Provide a brief overview of this lesson.
3. Ask students to discuss the usefulness of practicing different aspects of WHC during the technical component of the course. (Was it useful to make an A-frame or line level yourselves? Why or why not? If you had to make one again, would you do anything differently? Why or why not? Was this a good way to learn? Why or why not?)
4. Introduce the concept of **action learning** and examine the action learning cycle. Relate this concept to their experience of making an A-frame or line level.
5. Explain that the PTID process is based on this learning cycle, but that it also includes two additional steps that take place before the cycle begins. (Make sure they understand that the actual cycle is continuous.)
6. Give students time to examine the diagram of the PTID process (Figure 2.2). Ideally, make an overhead transparency of the figure and examine it together as a class. Students can also spend a few minutes looking at Table 2.1, but it is not necessary for them to study it in detail. The table summarized the role/s of the facilitator and the expected outcomes at each

stage of the PTID process, and is mainly included for reference purposes. Explain that they will work through the details of each stage as the course progresses.

7. Explain that action learning cannot take place unless people **participate** in the learning process. Examine the concept of participation.
8. **Activity 4: Assess your Participation** (refer to Section 4 for activity guidelines).
9. Explain that the concept of participation is central to PTID, which is based on the action learning cycle. Say that you are now going to examine some other concepts that are also central to PTID.
10. Point out that the term PTID includes the word **technology**, so it is important to understand what this means in relation to the approach. Cover Section 3.2 on technology.
11. If you have brought some indigenous plants to class, bring them out and ask students to share their knowledge about each item with the class. (Where do they grow? What do they taste like? What can you do with them? What else can you use them for? How much do they cost? Where can you get them?, etc.)
12. Discuss the concept of **local or indigenous knowledge**. Make sure students understand that what they were sharing in relation to the plants was their own local knowledge.
13. **Activity 5: Local Knowledge** (refer to Section 4 for activity guidelines).
14. Discuss the terms **innovation** and **innovations**. Ask students to tell you about their own innovations (in any area/s of their lives).

3.4 Lesson 4

Content to cover:

- Chapter 3, Section 1-3.1

1. Revise Lesson 3.
2. Provide a brief overview of this lesson.
3. Emphasise the importance of strong facilitation skills to any participatory process (refer to the second paragraph of Chapter 2 and the first two sentences of Chapter 3).
4. Talk about **cultural diversity** in South Africa, and discuss how this diversity creates an interesting but complex context for development work.
5. **Activity 6: What is my culture?** (refer to Section 4 for activity guidelines).
6. Discuss the importance of having **cultural knowledge and awareness**, particularly in a South African context.
7. **Activity 7: Developing Cultural Knowledge and Awareness** (refer to Section 4 for activity guidelines).
8. Go through the guidelines for verbal and non-verbal communication.
9. Explain how differences between people can lead to the act of **stereotyping**. Discuss stereotyping in detail (What does it mean? What does it involve?, etc.).
10. **Activity 8: Stereotypes** (refer to Section 4 for activity guidelines).
11. Discuss the dangers of stereotyping.
12. Introduce Section 3. Explain the **Johari Window** and discuss how the different panes of the window interrelate by sharing various scenarios that would impact on the size of the various panes.

For example: a minister who preaches fervently on the importance of staying faithful to one partner and condomising is hiding the fact that he is having unprotected sex with his mistress (a member of his congregation). When the affair is uncovered, the minister's OPEN window expands while his HIDDEN window shrinks.

Use a black- or whiteboard to show how the panes increase/decrease in size. Invite students to think up other scenarios, and get them to alter the panes accordingly once the scenario has been shared.

13. Ask students to brainstorm other ways of developing self-knowledge. After the brainstorm, tell students that they can also develop self-knowledge by conducting a **personal SWOT**

analysis. If time permits, allow students to conduct a personal SWOT analysis (in the context of facilitation) by doing the following:

i) Introduce the concept of a personal SWOT analysis.

The acronym SWOT stands for **strengths, weaknesses, opportunities** and **threats**. A personal SWOT analysis is a look at yourself and your life, either generally or in relation to a specific goal or aspiration (such as the goal of becoming a skilled facilitator). A personal SWOT Analysis helps you to identify areas where you need or would like to improve, as well as your internal strengths that you can capitalize on in order to maximise opportunities and overcome external threats.

ii) Hand out copies of the personal SWOT analysis template (see Section 12.2).

iii) Explain how to do the analysis.

Work through each of the four quadrants of the square, in the following order: strengths, weaknesses, opportunities and threats. Write your answers to each set of questions in the appropriate quadrant. The outcome that you want from your SWOT analysis is a list of:

- Opportunities that are best for you to pursue.
- Internal strengths that you can use to pursue these opportunities.
- Threats that you need to eliminate or minimise.
- Internal strengths that you can use to overcome these threats.
- Strengths that you should consider building upon to enhance your ability to pursue and achieve your goals.
- Weaknesses you should improve on or manage so that they don't obstruct your pursuit of your goals.

Some examples of **personality or behavioural traits**: adaptable/flexible, intolerant, ambitious, analytical, cooperative, uncooperative, dependable, innovative, intuitive, accepting, unaccepting, confident, shy, courageous, receptive, responsible, affectionate, forgiving, unforgiving, motivated, lazy, optimistic, pessimistic, cheerful, grumpy, rebellious, fearful, intolerant, insecure, caring, thoughtful, self-controlled, open-minded, persistent, persuasive.

iv) Give students time to conduct the analysis.

v) Discuss the process in general. Ask for feedback on whether or not it was useful, and why/why not.

3.5 Lesson 5

Content to cover:

- Chapter 3, Section 3.2-5.1 (including Body Language)

1. Revise Lesson 4.
2. Provide a brief overview of this lesson.
3. **Activity 9: Exploring Attitudes** (refer to Section 4 for activity guidelines).
4. Discuss the benefits of having a positive attitude, and brainstorm reasons why it can be difficult to stay positive at times.
5. Brainstorm strategies for improving one's attitude / ask students to share their own strategies for staying positive.
6. Discuss how our interactions are influenced not just by our attitudes, but also by our **values**. Make sure that everyone understands what *values* are. One way of doing this is to discuss the concept of **ubuntu** (which students should be familiar with) and the values which lie at the heart of ubuntu.

The most common definition of ubuntu is the Nguni proverb: "Unmuntu Ngumuntu Ngabantu," or "A person is a person through other persons".

What is Ubuntu?

(The following extract is taken directly from <http://practicingubuntu.co.za/>)

"The concept of ubuntu is driven by an acknowledgement that an individual is raised by a community and therefore has complex and meaningful connections with such a community and therefore has a responsibility of taking care of this community in a humble, respectful and authentic manner. The driving principle of ubuntu is the following community statement:

'I am fully me because of my community'

Usually it is expected for the communities not to talk too much about ubuntu but to apply ubuntu. Talking about ubuntu was seen as being fake and cheap and seen as a foreign concept. It is expected for people to just implement it. The unfortunate development though was the erosion of Ubuntu principles which have defined the African people. Ubuntu is not a South African phenomenon but an African practice that has similarities to other practices that are adopted by other communities elsewhere in the world.

The core of ubuntu includes the following values:

- **Humility** in everything we do.
- **Dignity** as an important characteristic of everything we do or say.
- **Respect** for each other irrespective of age, gender or race.
- **Inter-dependence** in each other as we will always need each other.
- To be **selfless** in things we do as material possessions and money are also known as root cause for animosity and evil.
- To be **genuinely warm** to others in everything we do.
- **Modesty** and **friendliness** as the most important aspects of interaction. Friendliness is seen with genuine smiles and not the disrespecting grins that people do at times. That grin is totally unacceptable.

The communities have ubuntu because it has been part of the communities since the beginning. It defines the African communities. If properly applied ubuntu is a set of personal investments in relationships with exponentially increasing return on investments to the individuals and to the community. If you and the community invest properly in these investments, the returns far exceeds the financial benefits in that it creates a set of very strong bonds in the community. If properly applied the financial benefits become a by-product of proper application of ubuntu. After all, the financial benefits are material entrapments that have made greedy monsters from decent human beings. With proper application of ubuntu, one would never be corrupted by the material gains or shortage as the philosophy of ubuntu is driven by the fact that every individual is important and special with or without any financial or material strength. We may differ in the levels of importance but we are all special and have a role to play in society and therefore must be respected and appreciated.

An attempt at a longer definition has been made by Archbishop Desmond Tutu (1999):

"A person with Ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good, for he or she has a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished, when others are tortured or oppressed"

Taken verbatim from Wikipedia on the 27th Sept 08.

In the same website Nelson Mandela continues and says: "A traveler through a country would stop at a village and he didn't have to ask for food or for water. Once he stops, the people give him food, entertain him. That is one aspect of Ubuntu but it will have various aspects. Ubuntu does not mean that people should not address themselves. The question therefore is: Are you going to do so in order to enable the community around you to be able to improve?"

Ubuntu does not mean one neglects one's ambitions to be successful and amass material possessions. It means in the path to this success one can adopt this powerful philosophy which would deliver the highest level of personal fulfillments. This way the wealth will have a more powerful meaning and will remain for many generations to come."

http://practicingubuntu.co.za/index.php?option=com_content&view=article&id=19&%20Itemid=27

7. **Activity 10: What values have shaped my life?** (refer to Section 4 for activity guidelines).
8. **Activity 11: Value Analysis** (refer to Section 4 for activity guidelines).
9. Explain the difference between **implicit** and **explicit knowledge**. You can emphasise that it is not critical to distinguish exactly between the two types, but rather that they are terms which help us understand that there is knowledge which is in the public domain (explicit knowledge) and knowledge which comes specifically from peoples' own experiences (implicit knowledge).
10. Explore the role that knowledge plays in the facilitation process, particularly in relation to **participation** and **local knowledge**.
11. **Activity 12: Knowledge-sharing** (refer to Section 4 for activity guidelines).
12. Introduce Section 5 and outline the different types of skills that you will be covering in the next few lessons.
13. Talk about **body language** in relation to gestures, expressions and posture.
14. **Activity 13: Body Language** (refer to Section 4 for activity guidelines).
15. For fun, ask students to demonstrate the following using body language only:
 - agreement
 - disbelief
 - anger
 - boredom
 - embarrassment
 - nervousness
 - excitement
 - interest
 - worry
 - evasiveness
 - rudeness
 - attraction
 - desire

3.6 Lesson 6

Content to cover:

- Chapter 3, Listening Skills-Questioning Skills

1. Revise Lesson 5.
2. Provide a brief overview of this lesson.
3. **Activity 14: What makes a good listener?** (refer to Section 4 for activity guidelines).
4. Discuss the guidelines for **active listening**.
5. Demonstrate pitch, speed, volume, inflection and enunciation so that students understand exactly what each one refers to.
6. Review the guidelines for good **speaking skills**.
7. Demonstrate poor speaking skills and ask students to identify the problem/s (e.g. you are speaking too softly / you're pronouncing some words incorrectly / you sound patronising).
8. **Activity 15: Speaking Skills** (refer to Section 4 for activity guidelines).
9. Discuss why it is important for facilitators to have good questioning skills.
10. Explain closed-ended, open-ended, ambiguous and leading questions and ask students for more examples of each type.
11. **Activity 16: Tell me about yourself.....** (refer to Section 4 for activity guidelines).

3.7 Lesson 7

Materials needed:

- A variety of visual aids (which do not have to be related to WHC)
- Guidelines and assessment criteria for Activities 17 & 18 *if you use these activities for assessment purposes* (1 copy for each student).

Content to cover:

- Chapter 3, Section 5.2-5.3

1. Revise Lesson 6.
2. Provide a brief overview of this lesson.
3. Discuss why it is important for a facilitator to have good **presentation** and **demonstration skills**.
4. Discuss the use of **visual aids** (What can you use? Why are they useful? How can/should you use them?, etc.).
5. Demonstrate the incorrect use of different types of visual aids. Ask students to identify what you are doing wrong, and to explain what you should be doing instead.
6. Go over the guidelines for demonstrations.
7. Work through Section 5.3 by discussing the main points.
8. **Activity 19: Allow me to introduce myself....** (refer to Section 4 for activity guidelines).
9. Work through the section on **Group Discussions**. Ask for further suggestions from students as to: how to engage a quiet person; how to handle side conversations; and how to handle a person who dominates the discussion. *Alternatively*, you can cover this section *after* students have completed Activities 17 & 18 (i.e. after their own direct experiences of presenting and demonstrating to a group).
10. Give students time to read through Activities 17 and 18. Assign the activities for homework and **inform students whether or not you will be using them for assessment** purposes. If you use the activities for assessment purposes, make sure that you also provide students with the assessment criteria you will be using, and any additional instructions you may have (e.g. you may want to set time limits for presentations and demonstrations). Refer to Section 4.3 and Section 6 of this Guide for further guidelines pertaining to the assessment of these activities.

Note that Lesson 8 will need to be an extended lesson or you will need to use an “open” lesson at this point in order to have enough time for all students to do their presentations & demonstrations. Whatever you decide, **make sure that students are informed** so that they so that they can plan their time accordingly.

3.8 Lesson 8

Content to cover:

- Chapter 3, Activity 17 & Activity 18

1. Revise Lesson 7.
2. Provide a brief overview of this lesson.
3. **Activity 17: Individual Presentation** (refer to Section 4 for activity guidelines).
4. **Activity 18: Individual Demonstration** (refer to Section 4 for activity guidelines).

Try to ensure that every student gets some positive feedback on both their presentation and demonstration.

3.9 Lesson 9

Content to cover:

- Chapter 3, Section 5.4-8

1. Revise Lesson 8.
2. Provide a brief overview of this lesson.
3. Explain the difference between **functional and dysfunctional conflict**. Ask students for examples of each type (they can be real or hypothetical).
4. Ask students to think about how they normally deal with conflict (Do they avoid it? Get angry? Try to smooth things over?, etc.). Alternatively, you can do **Optional Activity: Responding to Conflict** (see below) with the students.
5. Talk about the compromising and collaborating styles of dealing with conflict and discuss why these styles are useful for dealing with conflict in a PTID process.
6. Go through the steps of the Conflict Management Process.
7. Go through the Six Point Problem Solving Approach.
8. Go over the guidelines for **preventing and resolving misunderstandings**.
9. Cover the section on **writing skills** briefly.
10. Discuss **working with an interpreter** in detail. If possible, get students to practice interpreting in class.

11. Discuss the three **planning aids** that can be used to help manage time efficiently. Ask students what other planning aids are available, and what strategies *they* use to improve their time management.
12. Get students to write a "To Do" list for the next day, following the steps outlined in the guide.

Optional Activity: Responding to Conflict (40 minutes)

1. Prepare a flipchart with a table as follows:

a) Respond angrily [Compete/Control]	
b) Refuse to take part in the argument and walk away [Avoid]	
c) Apologise and ask her to give you another chance [Accommodate/Yield]	
d) Bargain for a deal [Compromise]	
e) Ask to sit down together to find a solution that will suit both of you [Joint problem-solving/Collaborate]	

2. Place the flipchart on the wall.
3. Prepare FIVE cards (A5 size) with one of the following statements on each one:
 - (i) I lose, you win
 - (ii) I lose, you lose
 - (iii) I win and lose some, you win and lose some
 - (iv) I win, you lose
 - (v) I win, you win
4. **Part 1: How do you respond to conflict?**

Read the following scenario to the students and ask them to think about and decide for themselves how they would respond to a colleague in this situation:

Scenario: A fellow facilitator at the college/NGO where you work has asked you to take her group for her while she visits her sister in Durban. You agreed to help her out and she agreed to pay you for the work you are doing for her. However, you have now been taking this group for her once a week for the last 6 weeks. It is a long time since she has given you any money, and you are beginning to feel that she is taking you for granted. You have also been very busy lately, and have not been able to prepare as thoroughly for the facilitation as you would have liked. Now she is unhappy with the way you are conducting the facilitation with her group, and is upset that you are not doing things the way she wants them done. She confronts you angrily and says: "I am not happy with the way you are working with my group! You agreed to do this for me. What's wrong with you?!"

Do you:

- (a) Explain how you are feeling and ask her to explain her position more clearly. Then suggest that you sit down together to work out a solution that will suit both of you.

(b) Say that you were so busy that you didn't have the time to prepare properly. You point out that you are doing her a favour and say that if she is willing to pay you what she owes you then you will give more time to preparing for her classes.

(c) Apologise and ask her to give you another chance.

(d) Refuse to take part in the argument and walk away. OR

(e) Respond angrily, tell her exactly how you feel and what you think of her, and tell her that you will never help her out again.

Give students some time to reflect on their responses, then spend a few minutes canvassing various responses from volunteers. This is a good opportunity to bring some humour into the discussion, as people generally have strong views on how they would respond in these situations.

5. **Part 2: Who wins?**

Place the five cards which you have prepared in random order on the wall next to the flipchart. Ask students to match the "who wins?" phrases on the cards to each of the responses on the flipchart.

Model answer:

a) Respond angrily [Compete/Control]	I win, you lose
b) Refuse to take part in the argument and walk away [Avoid]	I lose, you lose
c) Apologise and ask her to give you another chance [Accommodate/Yield]	I lose, you win
d) Bargain for a deal [Compromise]	I win and lose some, you win and lose some
e) Ask to sit down together to find a solution that will suit both of you [Joint problem-solving/Collaborate]	I win, you win

6. **Debriefing and discussion**

Ask the following questions: Do you think you can identify what style you usually adopt when faced with a conflict situation? What about other people you know (think of your spouse/partner/parent/child/colleagues/friends)? Can you identify any of them as having a "fixed style of responding to conflict?"

Lead students in a discussion from understanding the simplified table of styles and who wins, to discussing how conflict is often more complex and requires different responses in different circumstances. Discuss the appropriateness of using different styles in different situations – for example, there are some situations in which forcing an issue or confronting a person may be more appropriate than, say, compromising or joint problem-solving.

Use the following examples to elaborate:

A **competing / controlling style** may be appropriate if you have a deadline for a report. One member of your project team wants to delay the submission of the report to your funders. He wants you to include some information that you think is not critical at the moment and will mean delaying the report. You strongly believe it is more important to submit the report on time because your funding depends on it. You state your case to the team and insist that the report is submitted immediately.

An **avoiding style** may be appropriate if a relative who you do not care too much about confronts you at a family gathering. He is drunk. He says that you don't know how to make proper Zulu beer. He says that the beer is too sweet, and that you didn't prepare it properly. The issue is trivial, he is drunk and the relationship is not important to you, so you decide to walk away.

A **yielding/accommodating style** may be appropriate if you don't mind what the outcome is. A colleague wants the staff Christmas party to be held at her house, whereas you would like it to be held at your house. However, it is a small issue to you so it makes sense to yield to her.

A **compromising style** may be appropriate if your spouse wants to spend the weekend with friends, whereas you want to spend the weekend with your family. To compromise, you agree to spend the weekend with your spouse's friends if you can pop in to visit your family on the way.

3.10 Lesson 10

Materials needed:

- Access to computers and the internet
- Copies of Handout 1: Key Questions for PTID
- Copies of Worksheet 1: Internet Research
- Copies of Handout 2: Assessment Criteria for Activity 20 (*if you use this activity for assessment purposes*)

Content to cover:

- Chapter 4, Section 1-4.1

1. Revise Lesson 9.
2. Provide a brief overview of this lesson.
3. Make it clear that the PTID process is a framework that can be followed, but that it is not set in stone and the stages can and often do overlap. If you like, you can make copies of **Handout 1: Key Questions for PTID** and hand out a copy to each student.
4. Discuss why it is important to be transparent/open about why you want to work in a community and what you hope and are able to do.
5. Ask students to share their own knowledge about how to meet with local leaders (What are the protocols in your community? Whom would you approach first, and why? How would you approach that person?, etc.).
6. Ask students to discuss how they could go about visiting local government departments (How would you know where to go? How could you find out who to speak to? How could you set up a meeting? What exactly could you discuss at the meeting?, etc.).
7. Brainstorm other types of information that might be useful to obtain before entering a community, and possible sources for this information.
8. Ask students to discuss why it is important that a facilitator does not force people to farm together in groups. (What could happen? How could this impact the initiative?, etc.).
9. Ask students if anyone has ever been in a workshop situation where an outsider has conducted an “open-ended” needs assessment and then ignored most of the needs that were expressed. (What happened? What impact did it have on the group? How did it leave you and others feeling? What was the outsider’s real agenda?, etc.).
10. **Activity 20: Internet Research** (refer to Section 4.4 for activity guidelines). If you choose to use this activity for **assessment purposes**, give each student a copy of **Handout 2: Assessment Criteria for Activity 20**. If students are not used to working on the internet (or are not computer literate) they will need a lot of help and guidance with this activity. You can pair students up so that those who are PC-literate can help those who are not, or you can give students copies of **Worksheet 1: Internet Research**. Even if you use the worksheets,

students who are not familiar with computers will still need help with the basics such as turning the computer on, using the mouse to move the cursor, clicking and double-clicking on different icons, moving around in windows, etc.

11. Inform students that Lesson 11 will be an extended lesson (if standard lessons are 2.5 hours long) because they will be making a resource map on site.

3.11 Lesson 11

Materials needed:

- Materials for resource mapping – large sheets of paper, different coloured markers or crayons, and tape if paper must be joined together.
- Guidelines and assessment criteria for Activity 21 ***if you use this activity for assessment purposes*** (1 copy for each group).

Content to cover:

- Chapter 4, Section 4.2-4.3 & Resource Mapping

1. Revise Lesson 10.
2. Provide a brief overview of this lesson.
3. Take students to a place where they can do Activity 21 (ideally the same area where they did their practical work during the technical component of this course).
4. Introduce and discuss the importance of conducting a natural resource assessment (i.e. what it is, what it involves in relation to a WHC initiative, how it might differ with other initiatives or interventions, etc.).
5. Introduce the concept of a resource map and explain the tool.
6. **Activity 21: Make a Resource Map** (refer to Section 4.4 for activity guidelines, ***particularly if you are going to use the activity for assessment purposes***).

Let groups follow the instructions provided in Chapter 7. Provide assistance where necessary, but let students approach this on their own as much as possible because the main aim is for them to learn from their experience, even if it does not go very well.

7. Inform students that Lesson 12 will be an extended lesson (if standard lessons are 2.5 hours long) because they will be doing a transect walk on site, and that they should ***wear comfortable clothing and walking shoes***.

3.12 Lesson 12

Materials needed:

- Materials for making a transect diagram – large sheets of paper, different coloured markers or crayons, and tape if paper must be joined together.
- Guidelines and assessment criteria for Activity 22 ***if you use this activity for assessment purposes*** (1 copy for each student).

Content to cover:

- Chapter 4, Section 4.2-4.3 & Transect Walk

1. Revise Lesson 11.
2. Provide a brief overview of this lesson.
3. Take students to a place where they can do Activity 22 (ideally the same area where they did their practical work during the technical component of this course).
4. Introduce the concept of a transect walk and explain how it can be used to validate the information obtained when doing a resource map.
5. Discuss both components of the tool (i.e. the walk itself and then drawing the diagram).
6. **Activity 22: Do a Transect Walk** (refer to Section 4 for activity guidelines, ***particularly if you are going to use the activity for assessment purposes***).

Let groups follow the instructions provided in Chapter 7. Provide assistance where necessary, but let students approach this on their own as much as possible because the main aim is for them to learn from their experience, even if it does not go very well.

3.13 Lesson 13

Content to cover:

- Chapter 5, Section 1-2.3

1. Revise Lesson 12.
2. Provide a brief overview of this lesson.
3. Discuss the role that knowledge plays when doing a detailed site assessment (i.e. how both outside and local knowledge is important and relevant, the different roles of each, and the ways in which they can be shared productively). Ask students to discuss what could happen if one set of knowledge was ignored or excluded from this process.
4. Discuss the different ways that farming or gardening is done in communities (i.e. individually or in groups). Find out if any students have experienced farming in a community context, and if so, ask him/her to talk about this experience. (What did you do and why? What was the experience like and why? Would you change anything if you did it again and why?, etc.).
5. Talk about some of the issues that can arise around the use of communal land. Ask students to share their own knowledge and experience in relation to this.
6. Talk through the process of facilitating a site assessment (Section 2.3) and illustrate it with a large, colourful mindmap so that the steps become clear to students. Discuss each step in detail, and then get students to draw their own mindmaps that illustrate the process (encourage them to include as many pictures/illustrations as possible).

3.14 Lesson 14

Materials needed:

- Guidelines and assessment criteria for Activity 23 *if you use this activity for assessment purposes* (1 copy for each student).

Content to cover:

- Chapter 5, Section 3-3.2

1. Revise Lesson 13.
2. Provide a brief overview of this lesson.
3. Discuss the process of conducting a detailed site assessment (Section 3.1).

4. Divide students into small groups and help them find an area close by (i.e. at the learning institution or in a nearby park) where they can go through as many steps of a site assessment as possible (obviously as a group, and without having to discuss or share information with a farmer). You could also select specific sites ahead of time, and assign one to each group (e.g. you could demarcate different areas where there are flower beds or shrubs). If you want, you can develop specific guidelines and instructions for this additional activity, such as the following:

Relevant information:

- The rainfall for this area is (fill in relevant number) mm/year.
- The slope at this site is (fill in relevant / approximate slope).

Instructions:

- Examine the site closely.
 - Try to identify the type of soil on the site.
 - Identify any WHC methods that are already being used.
 - Try to determine where water will run when it rains.
 - See if there are any nearby roofs from which runoff could be directed.
 - Identify all WHC methods which could be tried on the site.
 - Decide which methods you would implement if you were the gardener.
 - Draw a site plan and show exactly where you would implement the methods.
5. **Activity 23: A WHC Plan for A Garden.** Assign this activity for homework (refer to Section 4 for activity guidelines). If you are going to use this activity for **assessment purposes**, give each student a copy of the assessment criteria you will be using, and refer to Section 4.5 and Section 6 of this Guide for further assessment guidelines.

3.15 Lesson 15

Content to cover:

- Chapter 6, Section 1-4.3

1. Revise Lesson 14.
2. Provide a brief overview of this lesson.

It is important that you read Chapter 6 and understand all of the content fully before you begin teaching it to students.

Note: You may not want to present the content of Chapter 6 in the same order that it has been placed in the student manual. These guidelines (for Lessons 15-17) follow the chapter content systematically.

3. Introduce the lesson by working through Section 3.1 and highlighting the points that are in bold. Make sure that students understand how this part of the process links to the action learning cycle.
4. Outline the seven steps of the PIM process and explain that you'll be working through each step during the next couple of lessons.
5. Discuss and compare different types of monitoring. Ask students to think about what their own monitoring preferences would be if they were an individual farmer, and why.
6. Introduce the concept of indicators. It is suggested that you give concrete examples of indicators (see Section 4.4 / come up with your own) and then practice developing indicators for a few different scenarios.
7. You only need to look at scoring and ranking briefly (see Section 4.1), as you will work through this method with students in Lesson 18.
8. Explain the difference between direct and comparative measurement.
9. Discuss the four different ways of measuring (counting, rating, classifying and describing). Brainstorm and discuss examples of each so that they become clear to students.

3.16 Lesson 16

Content to cover:

- Chapter 6, Section 4.4-8

1. Revise Lesson 15.
2. Provide a brief overview of this lesson.
3. Work through the example of indicators in Section 4.4.
4. Talk about record-keeping in a monitoring book and together, design some tables for this purpose. Use indicators which you brainstormed during the previous lesson in the tables. Decide how each should be measured, and develop the tables accordingly.
5. Work through the principles pertaining to who should monitor and when, and discuss the timing of monitoring.
6. Discuss evaluation. Refer to Table 6.5 and ask students to imagine that the indicators and scores are for their own group garden. Work through each one – brainstorm and discuss what could be done in relation to the questions: What could we do right now? What could we do in the future? Is there anyone else who could do something? (students will obviously have to use their imaginations for this exercise).

3.17 Lesson 17

Materials needed:

- Guidelines and assessment criteria for Activity 24 *if you use this activity for assessment purposes* (1 copy for each student).

Content to cover:

- Chapter 6, Activity 24

1. Revise Lesson 16.
2. Provide a brief overview of this lesson.
3. **Activity 24: Monitor Your Progress** (refer to Section 4 for activity guidelines).

It is recommended that you use this activity for **summative assessment** purposes. If you choose to do this, make sure that students are given clear instructions for the activity, and that they know what assessment criteria you will use to assess their monitoring and evaluation plans. You can choose whether or not to let students discuss their plans in small groups (and make changes if necessary) before you assess their plans. Please refer to Section 4.5 and Section 6 of this Guide for further assessment guidelines.

4. Review Lesson 16 once again, focusing on any sections that students find difficult or unclear.

3.18 Lesson 18

Materials needed:

- Materials for scoring and ranking – paper, different coloured kokis or crayons, and markers (e.g. beans, matchsticks, small stones).
- Materials for brainstorming (newsprint or large sheets of paper, kokis).
- Copies of **Handout 3: Matrix – Livestock** & **Handout 4: Matrix – Fruit Trees**

Content to cover:

- Chapter 7, Tool 3-Tool 5

1. Revise Lesson 17.
2. Provide a brief overview of this lesson.
3. Work through **Scoring and Ranking** and let students try some of these exercises in class. Try to make them fun – they can be on topics or questions that are completely unrelated to WHC. For example: TV shows; national and international hip hop and R&B artists; models of cars; cellphone brands, etc.

If time permits, you can do the following **Additional Activity** with students:

Hand out copies of the two blank matrices (see **Handout 3: Matrix – Livestock** and **Handout 4: Matrix – Fruit Trees**). In small groups, let students examine and discuss them until they understand the concept of a matrix and how they can be used. Get groups to copy each matrix onto a large sheet of paper and complete them. Remember that they will need something to use as markers (e.g. matchsticks, stones or beans). After groups have completed their matrices, discuss the process as a class. If time permits, let students develop and complete their own matrices.

4. Work through the section on **Brainstorming**. Give different students the chance to facilitate a brainstorm, or let them take turns in smaller groups. Make it fun by thinking of silly or funny things to brainstorm, for example “Brainstorm all the different things that you can do with a toothpick” or “Brainstorm what we can do as a class to celebrate the end of this WHC course”.
5. Work through the section on Reports.

3.19 Lesson 19

Content to cover:

- Optional

This is an open lesson which you can use at any point in the course, and to cover any content you choose.

3.20 Lesson 20

Content to cover:

- Optional

This is an open lesson which you can use at any point in the course, and to cover any content you choose.

4. Activity Guidelines

Before you conduct an activity, it is strongly recommended that you read through the activity guidelines presented in this section.

Note that many of the activities can be used for formative or summative assessment purposes. Assessment can be conducted formally or informally and assessment rubrics can be used for either type of assessment, although other methods of assessing students may also be used. Six assessment rubrics are included at the end of this manual. The first five rubrics can be used as is, or they can be adapted to suit your assessment needs and preferences. The last rubric is specifically designed for assessing Activity 20: Internet Research.

Please note that while some activities are important and are indicated as such in this guide, many are optional – you can try to do them all, or you can select those which you think are most useful or appropriate for your particular group of students.

4.1 Chapter 1, Activities 1-3

activity 1

What is Progress?

Complete the following in small groups. Write down the main points of your discussion and present them to the rest of the class.

1. What does the word “progress” mean? Come up with a definition.
2. What **connotations** does the word “progress” have? Why do you think it has these connotations?
3. Do you think that humanity has “progressed” throughout history? Explain your answer(s) in detail, giving examples.

Time: 30 minutes

Activity Guidelines:

Divide the students into small groups (4-6 students). Before they begin the activity, discuss the word "connotations" (which means *associations*). You can explain the word by asking students to write down at least five things that come to mind as soon as they hear the word "dog" (or any other word you choose). One student might write things like *dangerous*, *Alsation*, *bite*, *bark*, *smelly* and *growl*, which means that these are all connotations that the word "dog" has for that particular student. For a different student, the word "dog" might have more positive connotations, such as *pet*, *run*, *lick*, *friend*, *good*, *pant* and *play*.

The activity questions are designed to stimulate discussion and debate around the concept of *progress*, so students should understand that there are no right or wrong answers to any of the questions, and that it is fine to disagree with each other. While they are doing the activity, move between groups and make sure that students have understood the questions and are writing down their answers or main points.

activity 2

More on Progress...

Complete the following in small groups. Write down the main points of your discussion and present them to the rest of the class.

1. Discuss how the idea of "Progress" compares with your own idea/s about progress.
2. Identify some of the values that underlie the idea of "Progress" and compare these with your own values. In what ways are they similar or different?
3. List five major developments that have taken place in the world that you see as "progress".
4. What specific impact(s) has each of these developments had? Identify and list a few for each development.
5. Name the people (e.g. groups, societies, cultures, etc.) whom have been most affected by each of these developments, and discuss the ways in which each group has been affected.

Time: 30 minutes

Activity Guidelines:

Before you begin this activity:

- Make sure that students understand the idea of “Progress”. Discuss the idea in more detail, and let students come up with their own definition of this concept.
- Discuss the meaning of the word **values**. Values are ideals or beliefs which are meaningful to people, and which to a large degree determine their decisions, shape their behaviours and guide their lives. Examples of values are honesty, wealth, love, commitment, money, privacy, friendship, independence, freedom, and power. For more information on values, refer to Lesson 5 in this guide.

Let students get back into the same groups as before, and work through questions 1-5. While students are doing this, move between groups and make sure that the questions have been understood correctly. If students are struggling to come up answers, try to ask them further questions to help stimulate ideas.

Students might not always agree with each other, which is fine. Disagreements can be noted and different opinions presented. Alternatively, you can let students complete this activity individually, in class or at home.

If you find that students or groups are struggling to understand the questions, you can facilitate a class discussion around them instead.

activity 3

The Meatrix

Watch **The Meatrix** (www.meatrix.com) and discuss the following:



1. What “developments” have impacted on farming and agriculture over the last 50-100 years?
2. Discuss how these developments have impacted specifically on:
 - 2.1 farming and farm systems
 - 2.2 farmers
 - 2.3 plants
 - 2.4 animals
 - 2.5 consumers
 - 2.6 people (in general)
3. Think about the word “progress” in relation to the “developments” presented in The Meatrix.
 - 3.1 Does the word still have the same meaning for you? Why/why not?
 - 3.2 Does the word have any new connotations? What are they?
4. What values lie behind the “developments” that are presented in The Meatrix? How do these values compare with your own values?

Capture the main points of your discussion in writing.

Time: 40 minutes

Activity Guidelines:

The Meatrix is a very short movie (just under 4 minutes), so you can show it more than once. You can run it from the DVD, or you can access it at www.meatrix.com. **When you show The Meatrix, it is important that you credit Sustainable Table (www.sustainabletable.org) and Free Range Studios (www.freerangestudios.com).** **You can do this verbally, or you can write the names of these organisations and their websites up on the board.** Ideally, give students time to explore both of these websites online, even if it just for a few minutes.

After students have watched the movie, you can either facilitate a discussion using the questions provided as a guideline for the discussion, **OR** you can assign the Activity for assessment purposes (i.e. students need to answer Questions 1-4, and their answers need to be presented in the form of a short written report). If you use the Activity for assessment purposes, you also need to develop and provide students with clear and specific assessment criteria, as well as guidelines for the report presentation.

Possible answers / ideas to the activity questions:

1. The development of large agricultural corporations; new farming methods and technologies (e.g. factory farms/industrial farms, feeding machines, milking machines, plant hybridization), use of chemicals, pesticides, artificial fertilizers, antibiotics, artificial hormones, etc.

2. Students can discuss positive and negative impacts. Some examples:

Agricultural corporations / large-scale farmers have increased while small-scale farmers have decreased (i.e. many have been bought out, taken over, or can no longer compete). High external input agriculture systems have become dominant. Industrial farming has led to animal cruelty, pollution has increased, natural resources have been abused and/or depleted, etc.

The prices of fruit and vegetables and related products (e.g. sugar) may have decreased due to mass production – which is good for consumers – but fresh produce that is mass produced often has less flavour (e.g. tomatoes are often tasteless) and is less nutritious. There is a larger variety of foods and food products – but many are not healthy.

3. Answers will vary. It is hoped that students will start thinking about the concept of “Progress” in a more critical way.
4. Values that lie behind the developments in The Meatrix include power, money/wealth, profit, winning, etc.

If time permits, you can show **The Meatrix II: Revolving**, and **The Meatrix II ½**. Once again, please ensure that *Sustainable Table* (www.sustainabletable.org) and *Free Range Studios* (www.freerangestudios.com) are credited.

4.2 Chapter 2, Activities 4-5

activity 4

Assess Your Participation

Complete this activity in small groups.

List a few different group situations in which you find yourselves (such as church groups, committees and social groups) and discuss the following:

- 1 How much agency do the members of each group have (i.e. how meaningful is their participation)?
- 2 Is this the best type of participation for the members of each group? Why or why not?
- 3 What group/s do you most enjoy being part of, and why? What is your level of participation in this group? Does your level of participation relate to your enjoyment of the group? Why or why not?

Time: 20 minutes

Activity Guidelines:

Divide students into small groups. Move between groups to make sure that they have understood the questions correctly. Students do not have to agree with each other – the point is to generate discussion around participation in different types of groups.

You can suggest that students rate their agency (or levels of participation) using a scale, for example a scale of 1-10, where 1 is very low participation, 5 is medium participation and 10 is very high participation.

Local Knowledge

1. Imagine that a relative from another city is moving to your area and will be staying just down the road from you. What local knowledge can you share with her to help her "find her feet"? Write a list of all the information you can give her.

(Hint: think about the kind of things that you would need to know if you moved to a completely new area in South Africa.)

2. Now, imagine that a friend from another country is moving to your area and will be staying just down the road from you. What local knowledge can you share with him to help him "find his feet"? Write a list of all the information you can give him.

(Hint: think about the kind of things that you would need to know if you moved to a completely new country.)

3. Compare your two lists. Which one is longer, and why do you think this is so?
4. Now, think about the different ways in which you acquired your local knowledge, and list them.
5. Join up with a partner and take turns to share your lists and answers with each other.

Time: 40 minutes

Activity Guidelines:

Students can complete this on their own or with a partner. Some possible answers:

1. Bus or taxi stops and routes (where they are, what times the buses leave, how much taxis cost, etc.); shops (e.g. where they are, how to get there); what days the rubbish is collected; local entertainment (what there is, where it is, how much it costs, what different venues are like, etc.); local newspapers (what they are, what they are like, etc.); how to get to different places, things to do, things to avoid, places to avoid, etc.
2. All of the above as well as things like: local greetings; gestures to use or avoid (e.g. when summoning a taxi); money; how to use the postal services; how to use local transport; what services are available and how to use them; what to do in emergencies; how to get a cellphone; etc.
3. The second list should be longer because there are different levels of local knowledge. For example, all South Africans will share some local knowledge (i.e. knowledge that relates to being a South African), while South Africans from a certain town or city will have even more

local knowledge in common (i.e. knowledge that is specific to that town or city)...down to shared knowledge of a suburb, or even street or apartment building.

4. Possible ways of acquiring local knowledge:
- observing things
 - reading (e.g. local information)
 - talking to people
 - being taught by people
 - sharing common experiences
 - going to the same schools, churches, shopping centres, etc.

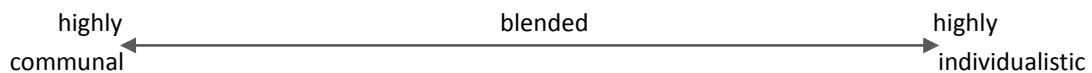
4.3 Chapter 3, Activities 6-19

activity 6

What is My Culture?

Discuss the following with a partner:

1. Where would you place yourself on the following cultural continuum, and why?



2. Is your current position on the continuum different to your position at birth? Explain your answer.

Time: 20 minutes

Activity Guidelines:

Make sure that students understand what to do in relation to question 1. Encourage students to give the questions a bit of thought. Walk around and listen to their answers, and ask further questions if useful.

activity 7

Developing Cultural Knowledge and Awareness

As a class, brainstorm and discuss different ways in which you can develop your cultural knowledge and awareness.

Time: 10 minutes

Activity Guidelines:

Some examples of ways in which one can develop cultural knowledge and awareness are: to read about different cultures; to make sure that you interact with people from different cultures so that you can learn from them; to watch documentaries about different cultures; to read books (such as novels) written by people from different cultures; to try food from different cultures; to visit places where people from other cultures live or are represented; and to avoid stereotyping people from other cultures and instead, keep an open mind when interacting with them.

activity 8

Stereotypes

Groupwork. Discuss the following in groups or as a class:

1. Why do you think we stereotype others?
2. What are some common stereotypes used in our society?
3. "It is important that facilitators avoid stereotyping others." Do you think that this statement is true? Why/why not?

Time: 20 minutes

Individual Work. Complete the following on your own, as honestly as possible:

1. Identify and list the stereotypes that you impose on others.
2. From whom did you learn each of these stereotypes?
3. How might these stereotypes impact on your relationships and interactions with others?

Time: 20 minutes

Activity Guidelines:

It is probably best for students to discuss the first three questions as a class. Some possible answers follow.

1. Fear, prejudice, ignorance, imitation (we imitate what others think or say, especially when we are young), etc.
2. Some example of stereotypes: men don't cook; women are bad drivers; white people can't dance; all white people are rich; all black people are "disadvantaged", etc.
3. The statement is obviously true. Let students come up with their own reasons.

It is up to you whether or not to assign the "individual work" to students. An idea is to just pose the questions and suggest that students think about them in their own time.

activity 9

Exploring Attitudes

Think about two people you know, one who generally has a positive attitude towards life, and one who generally has a negative attitude. Now, complete the following in writing.

1. How would you describe each of these two people to someone else?
2. How do you feel when you are around each of these two people, and why?
3. Which person do you prefer to be around, and why?

Now, think about yourself and your own attitudes.

1. How do you think your friends would describe you, and what does this say about your general attitude towards life?
2. Are there any specific areas in your life where you find it easier to maintain a positive attitude? What are they, and why do you think you feel more positive in these particular areas?
3. Is there anything you would like to change about yourself in relation to your attitude? How could you do this?

Time: 30 minutes

Activity Guidelines:

You can give students time to do this in class, or you can assign it for homework. Students can share and discuss their answers with a partner or in small groups.

activity 10

What Values Have Shaped My Life?

Think about five values which have helped shape your life, and identify specific ways in which each of these values has guided your decisions and behaviours. Share this information with a partner.

Time: 10 minutes

Activity Guidelines:

Encourage students to spend time thinking about the values which have shaped their lives. After they have completed the activity, ask them if their Johari window has shifted in any way (i.e. did they learn anything new about themselves, and thus decrease the size of their unknown area?).

activity 11

Value Analysis

1. List five values which are very important to you at the moment. Now answer the following:
 - 1.1 Which of your current values do you think will *enhance* your ability to be an effective facilitator, and why?
 - 1.2 Which of your current values do you think may *inhibit* your ability to be an effective facilitator, and why?
2. Identify two new values which you think might make you a better facilitator of participatory processes. Now answer the following:
 - 2.1 In what ways do you think each of these two values might make you a better facilitator?

Time: 20 minutes

Activity Guidelines:

It is suggested that you let students share their answers to Question 1 with a partner, after which you can facilitate a discussion around Question 2 with the entire class.

Some values which are obviously important for a facilitator include (but are not limited to):

- innovation
- experimentation
- individuality
- punctuality
- respectfulness
- tact
- participation
- experience
- learning
- knowledge (especially local knowledge)
- tolerance
- cooperation
- humour

activity 12

Knowledge-Sharing

As a class, brainstorm and discuss the following:

1. What **explicit** knowledge can you as a WHC facilitator bring to the PTID process? Be specific.
2. What **implicit** knowledge can you as a WHC facilitator bring to the PTID process? Be specific.
3. What **explicit** knowledge might farmers bring to the PTID process? Be specific.
4. What **implicit** knowledge might farmers bring to the PTID process? Be specific.

Time: 20 minutes

Activity Guidelines:

You can remind students that it is not critical to be able to distinguish exactly between the two types, but rather that they are terms which help us understand that there is knowledge which is in the public domain (explicit knowledge) and knowledge which comes specifically from peoples' own experiences (implicit knowledge).

Possible answers:

1. **Explicit knowledge:** WHC methods and techniques, soils, water, farm systems, climatic data/rainfall statistics, information about local and national government and water-related laws and policies, etc.
2. **Implicit knowledge:** Knowledge about WHC and farming that you have gained from experience and observation, knowledge about local government and organisations – key people to contact, whom is helpful, where and how to source external resources, etc.
3. **Explicit knowledge:** knowledge about farming, local organisations, local leadership structures, etc.
4. **Implicit knowledge:** farming, water, soils, local dynamics and politics, key players and community stakeholders (i.e. local knowledge), etc.

activity 13

Body Language

Stop exactly as you are and examine your body language closely

What are you communicating to others at this very moment? Have you been aware of this? Is this the message that you want to communicate? What could you do to communicate a different message?

Time: 10 minutes

Activity Guidelines:

You can ask the class to remain “frozen”, and then discuss the body language of individual students – but only do this with individuals you think will be comfortable with it.

activity 14

What Makes a Good Listener?

Think about someone who you feel listens to you well, and someone who doesn't.

What makes the first person a good listener? What qualities do you really appreciate in this person? How often do you talk about important things with this person, and why? What makes the second person a poor listener? How often do you talk about important things with this person, and why?

Time: 10 minutes

Activity Guidelines:

Give students a few minutes to think about these questions, then ask for general feedback about what people think good listening involves.

activity 15

Speaking Skills

Form groups of five. Each member must select one question from the list below, and then prepare and present a detailed answer to the rest of the group.

Questions:

1. How does how the water cycle work?
2. What is soil texture and how do you conduct a soil sausage test?
3. What is water harvesting and conservation?
4. What are the five factors involved in the formation of soil?
5. How does water erosion occur and what is the difference between sheet, rill and gully erosion?

After each presentation:

- Group members must provide the presenter with constructive feedback on his/her speaking skills and body language.
- The presenter must share his/her experience of the group in terms of how the members listened and what their body language conveyed.
- The presenter must share his/her experience of speaking in front of the group. (What was easiest? What was most difficult?, etc.)

Time: 1 ½ hours

Activity Guidelines:

This is an important activity so it is suggested that you read through it carefully and develop specific instructions for students and their groups. You also need to think about the practicalities of the activity – when and where will each group be able to do the activity? Do they need you to be present, or will they manage on their own?

It is important to discuss the concept of constructive feedback with students before they do the activity. It would be useful to give examples of constructive feedback, and to discuss reasons why it is important that feedback is given in a constructive manner. **Refer to Section 11.2 for more detailed information on giving constructive feedback to individuals.**

While it is important that students prepare their answers well, what is most important about the activity is that they each have a chance to practice their speaking skills, and to develop confidence in speaking in front of a group.

After students have completed the activity you can once again refer to self-knowledge. Discuss whether or not their self-knowledge has increased, and if so, how the panes of their Johari Windows may have shifted. In other words, did they learn anything about themselves which they did not know before, and did this increase the size of their **open** pane (and thus decrease the size of one of their other panes)?

activity 16

Tell Me About Yourself....

Write down twenty different questions that you could ask someone in order to get to know him or her better. Don't spend a lot of time on this, just write down the questions which come to mind first. Now, analyse your questions by doing the following:

1. Identify any questions that are *ambiguous* or *leading*. If you find any, re-phrase them so that they are not.
2. Group all of your questions under the headings *closed-ended* and *open-ended*.
3. Examine your closed-ended questions and think about the type/s of information that they are likely to elicit.
4. Examine your open-ended questions and think about the type/s of information that they are likely to elicit.
5. Try to re-phrase all of your closed-ended questions so that they are open-ended. Is it possible? Why/why not?

After you have finished step five, share and discuss your analysis with a partner. (This person can also double-check that you have identified all ambiguous and leading questions.) Write down two things that you have learned from this activity.

Time: 40 minutes

Activity Guidelines:

If students struggle to understand the instructions, work through the activity as a class instead. Students could brainstorm questions to ask, and you can write them down on the board, after which they can be analysed by the whole class.

activity 17

Individual Presentation

1. Select any WHC method you have learned about and prepare a short presentation on the steps which must be followed to implement the method. Use the guidelines from the Technical Manual to assist you with this task.
2. Practice your presentation until you feel confident doing it. You can practice alone or in front of some friends or family members. If you practice in front of others you can ask for feedback, which you can then use to fine-tune your presentation.
3. Come to class prepared to give your presentation in front of a group of people. Your facilitator will provide you with further instructions for this.

Time: 2 hours

activity 18

Individual Demonstration

1. Select one of the tasks from the list below, and prepare to demonstrate it to a group of people. Make sure that you have all the materials needed for the demonstration you choose to give.
 - How to make an A-frame or how to make a line level.
 - How to mark contours using an A-frame or a line level.
 - How to measure slope using an A-frame or a line level.
2. Practice your demonstration until you feel confident doing it.
3. Come to class prepared to give your demonstration in front of a group of people. Your facilitator will provide you with further instructions for this.

Time: 2 ½ hours

Activity Guidelines:

Both of these Activities (17 and 18) are important as they are designed to give students the chance to develop and practice good presentation and demonstration skills. You will need to assign the activities for homework so that students can prepare thoroughly. You will also need to decide whether or not you are going to use them for **assessment purposes** (see Section 6 of this guide). Make sure that you give students any specific instructions or additional guidelines that you may have in relation to these activities. For example, it is recommended that you:

- Require that students develop at least one **visual aid** to use for their presentation.
- Discuss how to **structure** a presentation and demonstration. This includes having a good **introduction**, in which the *context* for the demo/presentation is set and the *rationale* for the method or measuring instrument is discussed (the *rationale* would answer questions such as: What is the purpose of a line level/A-frame? Why would we want to measure and mark out contours? What are the uses of a swale or stone bund?, etc.).
- Discuss the importance of engaging the interest of the audience fully from the beginning, and the possibility of involving them in a discussion or in parts of the demonstration.

Activity 18 requires that students either:

- obtain the materials needed to make a line level or an A-frame, or
- have access to completed items.

You can let students use the A-frames or line levels that were constructed in the technical component of this course, or students can make their own measuring instruments which they can then keep for themselves.

If you assign these activities for **assessment purposes**, you need to provide students with the assessment criteria you will be using before they begin preparing. For example, you can show students a copy of Assessment Rubrics 4 and 5 (which have been designed specifically for assessing these two activities), or you can develop a handout outlining more detailed assessment criteria for each activity (refer to Section 6 of this Guide for further assessment guidelines).

If students perform poorly during the assessments, you may want to offer them an opportunity to improve on their marks at a later stage in the course (when they have developed more confidence as facilitators).

Make sure that you set aside enough time for the presentations and demonstrations – this may require more than one lesson if you are working with a big group.

Allow Me to Introduce Myself....

Step 1: In groups of four, discuss how you could introduce yourself to a group of people you have never met before. Remember that you need to provide your name and contact number, and that you need to say who you represent and what you or your organisation's agenda is. Then, take turns practicing in front of your group until you feel comfortable doing this.

Step 2: Introduce yourself to the entire class. Don't worry about how it goes – the aim is to learn from the experience and think about what you can do to introduce yourself to a large group in a confident but respectful way.

Time: 1 hour

Activity Guidelines:

You may want to limit the time that students can take to introduce themselves, in which case you should inform them of the time limit before they begin practicing. It is also fine for groups to develop a "script" which individuals can refer to when practicing their introductions, although individuality and personal style should also be encouraged. Try to give every student some positive feedback after they speak in front of the class.

4.4 Chapter 4, Activities 20-22

activity 20

Internet Research

You are about to begin a WHC initiative in the area where you grew up. As part of your preparation, you want to find out the area's mean annual rainfall. You also want to look for other information which you may find useful (e.g. information on soils, population, government structures and departments, etc.).

1. Using the internet, go to www.environment.gov.za and find out the mean annual rainfall for the area. Write down this information and reference it correctly.
2. Go to a few other sites listed in Section 3.4, and look for any additional information which you would find useful at this stage. The information can be about the specific area (e.g. information on soil types or population density), or it can be more general (e.g. information on local government structures and how they work). Download two sets of information and print them out.
3. Write a short report to hand in to your lecturer. The report must contain the following:
 - Your name, the name of the specific area you researched and its mean annual rainfall (correctly referenced).
 - The additional information that you found (printed out and referenced), with a short paragraph attached to each set of information, saying why you found it useful.
 - A description of what you experienced and learned when doing this activity. (Was it easy to find relevant information? Which websites were the most and least useful? Which websites were the easiest and most difficult to use? How easy was it to download the information you needed? Which websites had information which you found useful or interesting? Did you have any problems accessing the internet or any specific websites? What were they? What did you do in response?, etc.).

Make sure that your report is presented neatly and clearly. Follow any additional instructions provided by your lecturer.

Time: 2 hours

Activity Guidelines:

To do this activity, students need to have some basic computer skills as well as access to the internet.

Students with little or no computer experience or experience working online will need a fair amount of assistance. They will have to be taught some computer basics (e.g. how to turn a computer on, how to use with a mouse, how to open and close programmes and how to create and save documents). They will also need to be taught how to use the internet (e.g. how to access websites, conduct searches, and download and save information). You can do this yourself, arrange for an IT person to give students a basic PC literacy lesson, or get computer-literate students to assist those with little or no computer experience.

Worksheet 1: Internet Research is designed specifically to help students access the website www.environment.gov.za and find the information required for task 1 (find the mean annual rainfall for their area). Remember, however, that *students will still have to be shown how to download and save information*.

Referencing from an internet website should be done in the following way:

Name of author/organisation, year. (if year is available) Name of document [Online]. Available from: website address [Accessed date month year].

The correct reference for the mean annual rainfall for an area in the Eastern Cape (from the website www.environment.gov.za) would be:

Department of Environmental Affairs. *Environmental Potential Atlas for the Eastern Cape. Mean Annual Precipitation* [Online]. Available from: www.environment.gov.za/enviro-info/prov/ec/ecrain.jpg [Accessed 30 June 2011].

For more examples of internet referencing, look at the last section of chapters (References) of both the Technical and Facilitation manuals.

If you assign this activity for **assessment purposes**, be sure to give each student a copy of **Handout 2: Assessment Criteria for Activity 20**. Refer to Section 6 of this guide for further assessment guidelines.

Make a Resource Map

In small groups, draw a resource map of a specific area. To do this, refer to the instructions provided in Chapter 7, and follow all the steps that are applicable for completing this activity successfully. (For example, you can leave out Steps 1 and 2 because you do not need to introduce the concept to anyone or explain why you are doing the activity.) Make sure that you have all the materials that you need before you start.

After you have completed this activity, spend some time reflecting on it as a group and write down your answers to the following questions:

- Did the group understand and follow the instructions correctly?
- What worked well, and why?
- What didn't work well, and why?
- What part of the activity did you enjoy the most, and why?
- What part of the activity did you enjoy the least, and why?
- What would you do differently if you had to do this activity again?
- What did you learn from this experience?
- What would you have to do differently if you were facilitating this activity with a group of community members? Be specific.

Present your resource map to the rest of the class and share your answers to the above questions.

Follow any additional instructions which your lecturer may give you for this activity.

Time: 2-2½ hours

Activity Guidelines:

It is ideal if all of the resource maps were of the same area, as groups could then compare maps and discuss the role of subjectivity in exercises such as this one. One possibility is for groups to map the area where they did their practical work during the technical component of this course, as this area should be reasonably familiar to them.

You can give students further instructions if you choose (e.g. you may require that each group selects someone to "facilitate" the exercise, in which case, you might want to add further questions for them to reflect on at the end. ***If you use this activity for assessment purposes, please refer to Section 6 for assessment guidelines.***

activity 22

Do a Transect Walk

In small groups, do a transect walk of a specific area. To do this, refer to the instructions provided in Chapter 7 and follow all the steps that are applicable for completing this activity successfully. (For example, you can leave out Steps 1 and 2 because you do not need to introduce the concept to anyone, or explain why you are doing the activity.) Make sure that you have all the materials that you need before you start.

After you have completed this activity, spend some time reflecting on it as a group and write down your answers to the following questions:

- Did the group understand and follow the instructions correctly?
- What worked well, and why?
- What didn't work well, and why?
- What part of the activity did you enjoy the most, and why?
- What part of the activity did you enjoy the least, and why?
- What would you do differently if you had to do this activity again?
- What did you learn from this experience?
- What would you have to do differently if you were facilitating this activity with a group of community members? Be specific.

Present your transect diagram to the class and share your answers to the above questions.

Follow any additional instructions which your lecturer may give you for this activity.

Time: 2-3 hours

Activity Guidelines:

The groups and areas for this activity should ideally be the same as for Activity 21. You can get groups to refer to their resource maps to select their routes. If all groups are going to be doing their walks at the same time and in the same area, you can encourage them to focus on different things, or to choose different routes. When groups are making their diagrams and filling in information about the area, you may need to provide them with assistance or they may need to ask local people for specific information (e.g. about soils, problems and opportunities). ***If you are going to use this activity for assessment purposes, please refer to Section 6 of this guide for assessment guidelines.***

4.5 Chapter 5, Activity 23

activity 23

Develop a WHC Plan for a Garden

Complete this activity with a partner.

1. Select a site which you can use for this activity. The site must have a vegetable garden, but the gardener (who could be a friend, family member or farmer) must not be using more than one or two water harvesting and conservation methods.
2. With your partner, conduct a thorough site assessment. Make sure that you follow all of the guidelines that are provided in this chapter (see Sections 2.3 and 2.4).
3. Select at least two WHC methods that are appropriate for the site and that are not already being used by the gardener.
4. Draw a clear and detailed plan of the site that shows exactly how the methods you have selected can be incorporated into the system.
5. Compile a report which includes the following:
 - 5.1 Your names, the date, and the title of this activity.
 - 5.2 A brief description of the site, the name of the person it belongs to, why you selected it for this activity, and a description of any WHC methods currently used on it.
 - 5.3 A detailed description of your site assessment. List everything that you assessed and describe how you did so and what the results were.
 - 5.4 Your site plan.
 - 5.5 Your specific reasons for selecting each of the WHC methods you have included in the plan.

Make sure that you follow any additional instructions given by your lecturer.

Time: 3 hours

Activity Guidelines:

When you discuss this activity, please make it clear to students that the gardeners *do not have to be using any WHC methods* at all (and not more than one or two at the *most*).

The activity can be used for **assessment purposes**. It is recommended that you assess holistically, using an assessment rubric. You can adapt one from this guide (see Section 7 – Assessment Rubrics) or you can develop your own. Make sure that you give students any additional instructions you may have *before* they start planning and doing the activity, as well as clear and specific assessment criteria for their reports as well as guidelines for their report presentation. Please refer to Section 6 of this Guide for further assessment guidelines.

4.6 Chapter 6, Activity 24

activity 24

Monitor Your Progress

You have almost completed the second part of the WHC learning course. Imagine that once the course is over, you are going to go and implement a WHC development programme in a community, and you have decided that you would like to monitor and evaluate your own growth as a facilitator. This means that you must first develop a monitoring and evaluation plan for yourself.

Complete the following on your own:

1. List at least five expectations and five fears that you have about working as a facilitator.
2. Combine your fears and expectations into one list, and rank them in order of importance.
3. Develop indicators for the six most important things on your list.
4. Specify the type of measurement that you will use for each indicator (counting, rating, classifying or describing).
5. Draw up a monitoring table. List your indicators in this table, and next to each one, give the full detail of how it will be measured.
6. Decide when you will do the monitoring (i.e. how often or at what intervals).

Now, form small groups of 3 to 5 members. Each take a turn to share and explain your plan in detail. Ask each other questions about your plans to make sure that the indicators you have chosen and the way/s that you plan to measure them will give you the information that you need.

Time: 1 ½ hours

Activity Guidelines:

It is recommended that you use this activity as part of the students' **summative assessment**, as this will give you the chance you to determine whether or not students really understand the process of developing a monitoring and evaluation plan and can implement one for themselves. You can provide them with specific details as to how they must present their information (e.g. in a report format). You can also ask them to reflect and comment on the process itself. For example: How easy or difficult was it to develop indicators for your hopes and fears? How easy/difficult was it to select the types of measurement you plan to use?, etc. Please refer to Section 6 of this Guide for further assessment guidelines.

5. Test Yourself Questions and Model Answers

The “Test Yourself” questions at the end of each chapter have been included to encourage students to engage fully with the content of the manual, and to express their understanding of the content in their own words and style. There are different ways in which you can use these questions. For example:

1. At the beginning of the course you can encourage students to work through the questions on their own after each chapter has been completed, as a way of revising and/or testing their understanding and retention of the chapter content. You can provide students who choose to do this with a copy of the model answers (provided in this section) so that they can assess their own work (self-assessment).
2. You can assign the questions to students for homework, or to be done in class if time permits, and use peer-review as the means of assessment (i.e. let students pair up and assess their partners' answers).
3. You can let students spend time in class working on selected questions, either alone or in pairs. You can also add questions of your own, or adapt the existing questions in any way you feel useful.

If the questions are used for revision purposes they can be answered in an open-book manner. In other words, students can refer back to the chapter content and then answer the questions ***in their own words***. Even though this might not always be easy – especially for students working in a second or third language – it should at least be attempted. It is particularly important that students understand why they should answer questions in their own words (e.g. to reflect a real understanding of the content, to help them practice putting ideas and concepts into their own words, to develop their language skills, and to avoid plagiarism). ***It is particularly important that you spend time discussing the concept of plagiarism*** with students, as well as the serious consequences of plagiarising, especially in a formal academic context. If possible, spend some time in class getting students to practice rephrasing different pieces of text from the manual into their own words. You can first practice as a class, then let students attempt it on their own.

The model answers presented in this section are provided as an *assessment guide* only. Many questions require that the students ***explain*** or ***discuss*** certain terms, concepts or processes. Although the answers provided in this manual are often presented in point form to highlight key points, the students' answers should be ***descriptive*** or ***explanatory*** unless otherwise specified.

5.1 Chapter 1

1. Define the term "facilitator".	2
-----------------------------------	---

A facilitator is a person who contributes *structure* and *process* to interactions (✓) so that groups are able to function effectively and make high-quality decisions. (✓)

OR

A helper and enabler (✓) whose goal is to support others (✓) as they achieve exceptional performance.

2. Name two things that a facilitator must do to be effective, and explain why these things will make him/her effective.	6
--	---

A facilitator must:

- constantly **think about and improve upon his/her practice** in terms of how s/he works with others in facilitative ways; and (✓✓)
- **develop his/her technical knowledge** in the area(s) in which s/he is working as a facilitator. (✓✓)

This will make him/her effective because: (any one)

- S/he will be equipped to introduce sound technical knowledge and skills into well-facilitated processes of learning and transformation. (✓)
- S/he will develop an ability to engage constructively at individual, group and community levels. (✓)

3. Explain the idea of "Progress".	4
------------------------------------	---

The idea of "Progress" is the belief that "...all societies are moving naturally and consistently "up", on a route from poverty, barbarism, despotism and ignorance to riches, civilisation, democracy and rationalism, expressed at its highest in Science". (✓✓)

Progress (or *development*) is thus considered a natural, evolutionary process through which different societies move at their own pace. (✓✓)

4. List some of the advantages and disadvantages of the pursuit of progress.	8
--	---

Some **advantages**: scientific and technological inventions that make our lives easy and interesting (e.g. telephones, aeroplanes, cars, TV, the internet, etc.); world exploration; an increased understanding of the natural world; the ease with which we can now travel internationally; new medicines and medical technologies; a higher standard of living for many people; democratic governments; women obtaining equal rights, etc. (✓ per point)

Some **disadvantages**: increased pollution and the destruction of the natural environment; a decreased standard of living for many people (who, for example, lose their jobs as machines

replace people); the abuse of basic human rights (e.g. forced labour in factories, poor working conditions, child labour, long working hours); the invention of lethal weapons, nuclear bombs, etc. and the increased threat these bring to the world; a negative shift in values (money is more important than family time, etc.); increased competition for resources which are becoming scarcer and scarcer, etc. (✓ per point)

5. Describe the goal of sustainable farming.

4

The goal of sustainable farming is to integrate different farm elements (✓) into a production system (✓) that is appropriate for the environment, the people, and the economic conditions of the farm. (✓✓)

6. Name two things that have led to the emergence of participatory approaches to development.

4

- The negative impact of unsustainable development, which has led to the expressed need for development approaches to focus on sustainability. (✓✓)
- Convincing evidence which shows that sustainable technologies and practices have environmental and economic benefits, not just for small-scale, resource-poor farmers but also for high-input farmers. (✓✓)

7. Name and describe the conventional approach to development.

6

Transfer of Technology (TOT) approach. (✓✓)

This can be described as a top-down, one-way development approach (✓) in which scientists identify problems (✓) and then generate technologies to address them. (✓) The new technologies are then passed on to farmers in the form of knowledge transfer. (✓)

8. List six things that development agents have come to recognise that have led to new beliefs around development.

6

Any six of the following: (✓ per point)

- Farmers have a wealth of knowledge and experience which they draw on constantly in their farming practices.
- Farmers have strong analytical capabilities.
- Farmers are experimenters by nature.
- Farmers innovatively adapt technologies and practices to suit local conditions and available resources.
- Farmers are always involved in active learning.
- Farmers have a vested interest in environmental protection because their livelihoods depend on the careful use of their natural resources.
- Technologies developed in isolated environments such as research stations are often inappropriate for smallholder farmers, or not suited to local conditions.
- The values, goals and attitudes of external agents are not the same as those of local people (e.g. smallholder farmers).

- Problems can be solved if external agents and farmers interact with each other and share their knowledge and experience.
- Solutions can take full advantage of external technologies *as well as* local resources.

9. Compare 5 characteristics of TOT with those of participatory agricultural development approaches.	10
---	-----------

Any five of the following: (✓✓ for each compared characteristic)

Transfer Of Technology (TOT)	Participatory Agricultural Development Approaches
Technologies are developed exclusively by scientists.	Technologies are developed by scientists and farmers together.
A top-down approach with one-way communication.	A balanced approach with two-way communication, dialogue, negotiation and mutual learning.
Farmers are recipients of information.	Farmers are the main actors and experimenters.
Farmers are seen as "backward", "conservative," and "lacking the ability to innovate".	Farmers are seen as a powerful resource for change and a source of new ideas.
Innovations come from the researchers and the research stations.	Local innovations are actively encouraged, looked for and documented.
The emphasis is on instructions, messages and fixed technology packages.	The emphasis is on principles, methods, options and choices.
Decisions are made by researchers.	Decisions are made by farmers and researchers and/or facilitators.
Indigenous knowledge is considered primitive, unproductive, backward, irrelevant.	Indigenous knowledge is highly valued and is incorporated with scientific knowledge.
Extensionists are teachers and trainers.	Extensionists are facilitators.
Dependency is created on outside inputs and expertise.	Local capacities are enhanced and self-reliance is strengthened.
An ignorance of local conditions often leads to the inefficient allocation of resources.	An understanding of local conditions leads to a more efficient allocation of resources.
Most suited for high external input agriculture (HEIA) where conditions are uniform, controlled and economically favourable.	Most suited for low external input agriculture (LEIA) and for resource-poor farmers, who work in complex, diverse and risk-prone areas.

5.2 Chapter 2

1. Describe the three main features of the PTID approach and name the key principles on which the approach is based.	10
--	----

The **three main features** of the approach:

- PTID aims to increase the ability of farmers to develop sustainable farming systems that conserve and improve local resources. (✓✓)
- PTID aims to increase the resilience of farmers to changes in their circumstances. (✓✓)
- PTID focuses on farmer-led experimentation. During this experimentation, the knowledge and experience of farmers is combined with technical input from external agents in order to arrive at interventions which are relevant and useful to the local situation. (✓✓)

The **key principles** on which the approach is based: (any four of the following, ✓ per point)

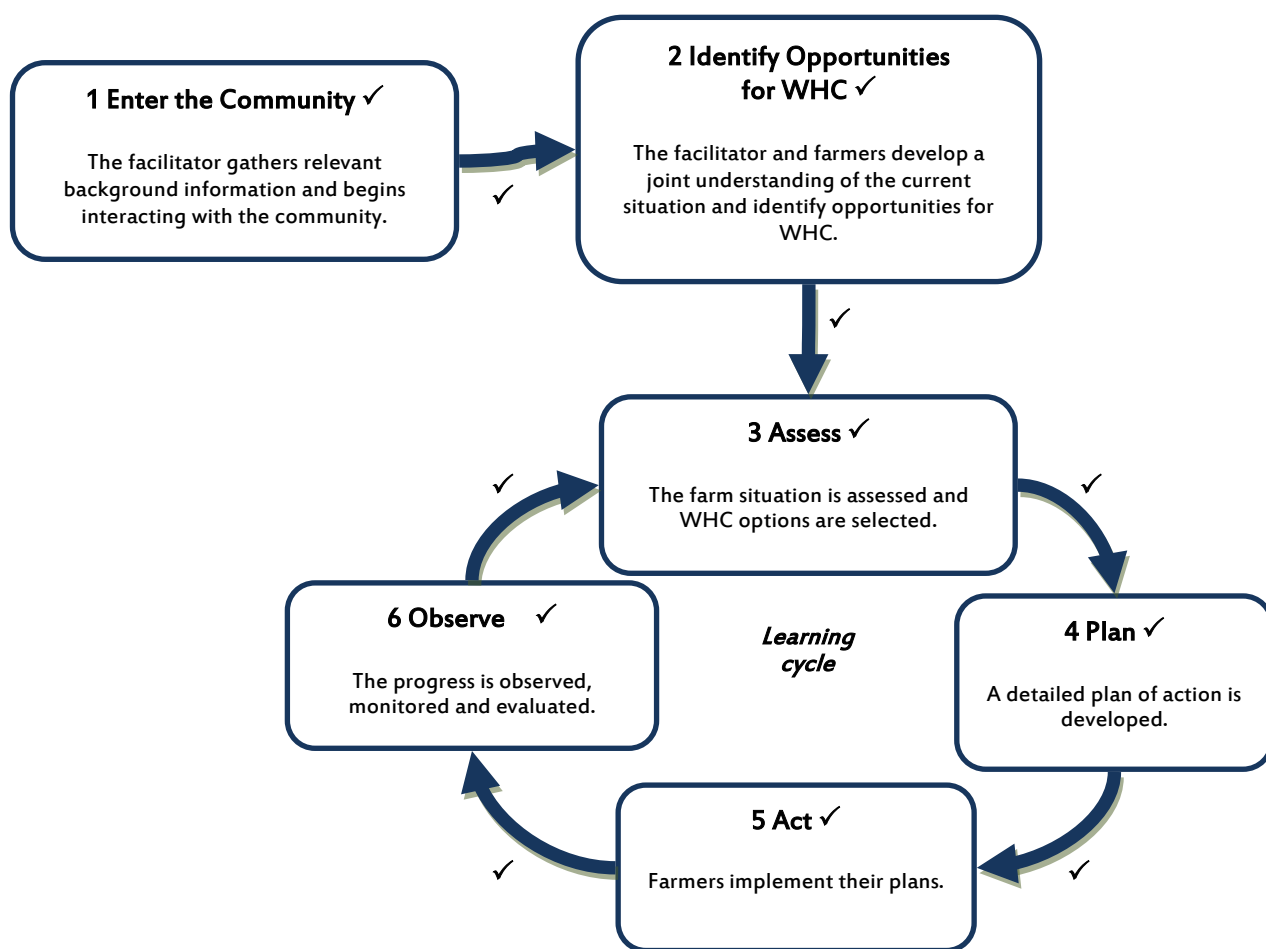
- it is based on facilitation and development principles
- it prioritises local (indigenous) knowledge and local innovations
- it follows an action learning cycle
- it uses a range of participatory tools, such as resource mapping, ranking and semi-structured interviews
- it aims to identify and share information about local modifications to technology
- it encourages and records local innovations

2. Explain the action learning cycle.	4
---------------------------------------	---

The action cycle involves learning by adaption, which means that we learn from our present actions, (✓✓) and we use this knowledge to improve on our future actions. (✓✓)

3. Represent the six stages of the PTID process in diagrammatic form.	12
---	----

Any diagram which shows the 6 stages of the PTID process. An example follows.



4. Explain in detail what is meant by <i>meaningful</i> participation.	5
---	----------

Meaningful participation takes place when participants: (all five, ✓ per point)

- Are given full information in a way that is transparent and understandable to them.
- Have time to consider and discuss the implications of new information.
- Value their own knowledge and understand that others value it as well.
- Contribute actively by advising and planning in a spirit of partnership.
- Feel that they have the power to negotiate with each other and with outsiders (people or organizations) around decision-making.

5. Define the term <i>agency</i>.	2
--	----------

Agency means *the ability that people have to influence or make changes in their lives.* (✓✓)

6. Explain why meaningful participation is important to a PTID process.

5

When people actively participate in the process: (any five, ✓ per point)

- Plans and decisions that are made will meet their needs.
- Solutions are more likely to be socially acceptable.
- Solutions are more likely to lead to useful change.
- Important local issues which could be obstructive can be identified.
- Participants will know that what is being done has been decided by them and belongs to them.
- Participants will have more confidence to raise their voices and assert themselves when future challenges are encountered.

7. Define the term *technology* and explain the difference between technology and science.

6

Technology can be defined as *all tools, machines, utensils, weapons, instruments, housing, clothing, communication and transport devices, and the skills by which we produce and use them* (Bain, 1937). (✓✓)

Science is the study and understanding of the natural world and the natural universe (✓✓) whereas **technology** is the innovation, change, or modification of the natural environment to satisfy human needs or desires. (✓✓)

8. Explain what is meant by the terms *local or indigenous knowledge* and discuss the importance of this knowledge to a PTID process.

4

Local or indigenous knowledge is knowledge that is unique to a given culture or society, has developed from experimentation, has been proven over time, and is directly applicable to local needs. (✓✓)

Reasons why local knowledge is important to a PTID process: (any two, ✓ per point)

- it is continually influenced by **internal creativity and experimentation** as well as by **contact with external systems**
- it is adaptable and responsive to forces of change through active experimentation
- it is often **advanced and well in keeping with the times**
- it is a source of locally proven and accepted information

5.3 Chapter 3

1. Define the word “culture” and explain the difference between communal, individualistic and blended cultures.	8
---	---

Culture refers to ways of thinking and acting that are shared by a group of people. (✓✓)

- **Communal cultures** place a high value on community, teamwork, conformity and collective unity within the family and the community. (✓✓)
- **Individualistic or “Western” cultures** place a high value on individuality, personal goals, and personal achievements such as wealth, status and prestige. (✓✓)
- **Blended cultures** incorporate elements of both communal and individualistic cultures. (✓✓)

2. List four reasons why it is important to avoid stereotyping people.	4
--	---

It is important to avoid stereotyping because: (any four, ✓ per point)

- it negates people’s individuality
- it can limit people’s potential
- it leads to prejudice when it is used to reinforce one’s own sense of superiority
- it is used to ‘justify’ racism, sexism and other types of discriminatory behaviour
- it has a negative impact on personal relationships
- it can cause interpersonal conflict

3. Explain how you can use the concept of a Johari Window to develop self-knowledge.	8
--	---

Students should come up with their own ideas. (✓✓ per idea)

For example:

- you can listen carefully to feedback that other people give you about yourself
- you can share things about yourself with people you like and trust
- you can open yourself to new experiences and opportunities (which may lead to self-discovery)
- you can actively ask for feedback about certain aspects of yourself

4. List four guidelines for active listening.	4
---	---

Any four of the following: (✓ per point)

- stop talking
- do not plan your response ahead of time
- do not interrupt another person while s/he is talking
- show that you really want to listen
- look, act and be interested
- listen with an aim to understand the person who is talking

- remove distractions
- do not fidget
- be patient
- do not rush others

5. Explain why it is important for a facilitator to have good speaking skills, and provide six guidelines for speaking well.	10
--	----

Students should come up with their own reasons. (any two reasons, ✓✓ per reason)

For example:

- It is important that people can hear you, especially when you are speaking to a group.
- It is important that people can understand you (which means that you need to speak clearly, pronounce your words correctly, avoid mumbling, etc.).
- It is important to be able to hold people's interest and attention (which can be done by changing the inflection of your voice when you speak).
- It is important that people do not feel you are being patronising or sarcastic (which means that you need to control your tone of voice).

Guidelines for good speaking skills: (any six, ✓ per point)

- Look at people when you talk to them.
- Speak clearly / avoid mumbling.
- Avoid speaking too loudly or too softly.
- Speak at an even pace.
- Use professional language / avoid slang.
- Frame your responses in positive language.
- Think about what you want to say before speaking out.
- Make sure that your voice does not sound sarcastic or patronising.
- Do not raise your voice / shout.

6. Explain the difference between closed-ended and open-ended questions.	4
--	---

Closed-ended questions are direct, straightforward questions that are aimed at receiving *specific information*. They are usually answered briefly, often with a "yes" or "no". (✓✓)

Open-ended questions are probing questions which can be used to help us understand issues and concerns, identify needs, and explore problems. They cannot be answered with a "yes" or "no"; instead, they usually receive a lengthy response. (✓✓)

7. Discuss why it is important for a facilitator to be well-prepared for a presentation and for a group facilitation session.	4
---	---

Students should come up with their own reasons. (4 reasons, ✓ per reason)

For example:

- to avoid wasting time
- to make a good impression
- so that you are well-informed and can answer questions
- to give you confidence
- to set a good example
- so that your sessions are interesting

8. Provide six guidelines for presenting information using visual aids.	12
---	----

Any six of the following: (✓✓ per point)

- Make sure that every person has a clear view of the visual aid.
- Stand to the side of the visual aid so that you don't block it from view.
- Speak facing the people, with the visual aid next to you / never talk facing the visual aid.
- Speak clearly / make sure that everyone can hear you.
- Use your hand to point to specific information.
- Avoid reading written information / talk to your audience and refer to the visual aid when necessary.
- Make eye-contact with members of your audience.
- Use understandable language.
- Avoid technical and academic jargon.
- Allow time for questions and feedback.

9. Explain the difference between a compromising and collaborating style for dealing with conflict.	8
---	---

Compromising – a person who uses this style aims to find a **mutually acceptable solution which satisfies both parties**; (✓✓) a compromise means that each person has to give up something of value, but both parties still come out partially satisfied. (✓✓)

Collaborating – this is an assertive and cooperative style which involves trying to work with the other person or people to find a **solution which fully satisfies the concerns of both parties**; (✓✓) this makes it a win-win situation in that neither party has to give up anything, and both gain. (✓✓)

Conflict Management Process:

- Step One** Remind yourself that conflict is inevitable but manageable. Think about the conflict as being constructive rather than destructive. (✓✓)
- Step Two** Reflect on the situation. Think specifically about the observable facts, relevant issues, and the feelings of those involved. Develop a clear understanding of the actual problem which is causing the conflict, so that you can separate the problem from the emotions or feelings which it and the resulting conflict has aroused. (✓✓)
- Step Three** Arrange a meeting to discuss the situation, ideally in a neutral place where all parties are equally comfortable. (✓✓)
- Step Four** Agree on some guidelines for the discussion and on the processes needed to address the conflict. (✓✓)
- Step Five** Invite each person or party to describe what they see as the issues, and what those issues mean to them. Make sure that each party has an equal opportunity to discuss their side of the situation. (✓✓)
- Step Six** Invite parties to brainstorm solutions to the problem and to discuss what each solution means to them. After possible solutions are generated, each should be evaluated and viable options should be explored. (✓✓)
- Step Seven** Get parties to agree on a clear and specific plan of action which keeps everyone's interests in mind. (✓✓)
- Step Eight** Ask parties to agree on a time and way to evaluate success. (✓✓)

OR**Six Point Problem Solving Approach:** (✓✓ per step + 4 ✓ for additional detail)**Step One: Identify the problem**

- Each person shares his or her perspective, view and feelings about the problem.
- Areas of agreement and commonality are affirmed.
- Issues needing to be addressed are identified.

Step Two: Brainstorm the needs and wants of the parties

- Identify what each person would like to see as the outcome.
- Discuss which are *needs* (that are probably important to their interests being met).
- Discuss which are *wants* (what he or she would like to see happening, but they might be able/willing to shift on these).

Step Three: Brainstorm solutions

- Generate possible solutions together without discussing any one point until there are no more ideas for the moment.
- Record all ideas (be creative – sometimes the most “way out” ideas lead to the best solution).

Step Four: Evaluate and choose win-win solutions

- Go through the list of solutions generated – deciding on how they could be realised.
- Choose the solution that will achieve the closest to a win-win outcome as possible.
- Sometimes it might be necessary to combine ideas or modify them.

Step Five: Implement the chosen solutions

- Be specific about how the chosen solution(s) will be implemented – the what, where, when, who, how, etc.
- Write the agreement down and each sign it.

Step Six: Evaluate the results

- Agree on a time, place and process to evaluate the success of the solution.
- If the solution needs to be modified, be willing to go through this process again to generate even better options.

11. Name three planning aids you can use to help manage your time effectively.	3
---	----------

Diaries (✓) action plans (✓) To Do lists (✓)

or

any other planning aids (✓ per aid)

5.4 Chapter 4

1. Describe two ways in which WHC methods can be incorporated into a farm or garden system.	4
---	---

WHC methods can be incorporated into a farm or garden system by:

- working with local people who are **already farming or gardening** so that they can integrate WHC into their farm or garden systems (✓✓)
- **partnering with an organisation** that focuses on crop production, and implementing both programmes in collaboration with each other (✓✓)

2. Explain the difference between Traditional Authorities and Ward Councillors.	6
---	---

Traditional Authorities: (any three, ✓ per point)

- are the Chiefs and Headmen
- have responsibilities around land administration
- allocate plots for houses, gardens and fields
- assist with conflict resolution within communities
- sometimes play a role in resource-use

Ward Councillors: (all three, ✓ per point)

- are the elected representative of the people
- are elected every 4 years
- sit on the local Municipal Council

3. Outline the steps that you could follow when your initial meeting with interested community members is conducted as an <i>introductory session</i> .	6
---	---

- Inform people who you are and why you are there. (✓)
- Explain your organisation and its general activities. (✓)
- Outline WHC by giving a general idea of what it is and how it can improve production. (✓)
- Explain the ideas of joint collaboration and experimentation, highlight the value of local knowledge, and explain that you are coming to share knowledge and also to observe and learn. (✓)
- Discuss and develop a process that can be followed to take WHC forward in the community. (✓)
- Agree on the process and a date for the next session. (✓)

4. Explain why you should avoid conducting an open-ended needs assessment with community members.	4
---	---

Answers must be in the students own words. For example:

As a WHC facilitator you will enter a community with a specific agenda and with limits to what you can do. (✓✓) An open-ended needs assessment will raise issues which are beyond these limits, so you will raise people's hopes and expectations for nothing and they will end up being disappointed or disillusioned. (✓✓)

5. State the aim of conducting an initial natural resource assessment.	4
--	---

The assessment aims to: (any two, ✓✓ per point)

- identify the **location** and **characteristics** of water and land in the area
- help you get a better understanding of the resources that people have
- help local people get a better understanding of their resources

6. Outline the steps involved in a resource mapping exercise <u>or</u> a transect walk.	14
---	----

Either one of the following: (mark using own discretion)

Steps for Resource Mapping

1. Introduce the concept of a resource map. Explain what it is and what making one involves.
2. Explain the purpose of the exercise.
3. Find a suitable place for the activity, such as a large room. It is best to work on the floor so that people can sit or stand around the paper and participate in the process. Make sure that there is enough space for all participants to see and be involved in the process.
4. Let participants select someone to draw the map *following the suggestions of the group*.
5. Ask participants to choose and agree on symbols that will be used to represent different features on the map.
6. Initiate a discussion about the area and let participants begin the activity. Interrupt as little as possible, but try to make sure that the activity is not dominated by one or two individuals.
7. Once the map is finished, refer to it and facilitate a discussion around the community's land and water resources.

Steps for Transect Walk

1. Introduce the concept of a transect walk. Explain what it is and what both stages of the activity involve.
2. Explain the purpose of the exercise.
3. Decide with the larger group who will take part in the walk. Try to make sure that different sub-groups (e.g. men, women, youth) are represented. The group should be relatively small (6-8 people).

4. Agree on a route to be followed. This decision can be based on the resource map, if one has already been produced.
5. Walk along the route. Stop at key features and borders of new zones. Ask the group to discuss or describe what is encountered, and to explain the key characteristics of each feature or area. Observe and record the details of the discussion. Make sketches if necessary.
6. After the walk, stay in the small group and discuss and record the information that was collected. Use the information to make a diagram that illustrates the profile of the area, and divide the profile into its different agro-ecological zones.
7. Create a table below the diagram. In the left column, write down the key areas of interest (e.g. soil, water, land use, crops & vegetation, problems and opportunities). Let group members discuss and fill in relevant information for each category and zone.
8. Let group member present the transect diagram to the larger group. Use the diagram to prompt further discussion about local resources (particularly land and water).

5.5 Chapter 5

1. Discuss three things that an assessment process includes.	9
---	----------

An assessment process includes:

- Local people (farmers and gardeners) learning about WHC as they get new information from the facilitator about different methods, including why and how to implement the methods, and the likely time, benefits, costs, effort and tools that are required. (✓✓✓)
- The facilitator learning about local realities that may impact on the different WHC techniques, and about existing local solutions (innovations) that could be used to modify and improve on the techniques. (✓✓✓)
- Identifying things to try or experiment with by discussing and sharing ideas. (✓✓✓)

2. Discuss some challenges you might face when working with a farmer group.	4
--	----------

Possible challenges of working with a farmer group: (any two, ✓✓ per point)

- Some members are more motivated and active than others but share the benefits equally, which can create group tensions or divisions
- Decisions need to be made by the group, in keeping with their constitution or informal rules.
- Informal rules may not be clearly defined.
- Group decision-making often takes longer than individual decision-making, which means that you will need to allocate extra time to the group.

3. Describe eight things that you may need to do to help someone arrive at a detailed plan for their farm or garden.	16
---	-----------

Any eight of the following: (✓✓ per point)

- Assess the **soil** types.
- Measure the **slope**.
- Identify WHC methods that are suited to that specific site.
- Ask: What are you doing already? Is there a small intervention that you can add to this?
- Ask: Where does the **water** run when there is hard rainfall?
- Look at the **roofs**. Ask: Is there excess runoff from existing tanks (if any)? How can excess roofwater be channelled into a new or existing growing area?
- Ask: Can you bring water into the garden/fields using diversion furrows?
- Discuss the WHC methods that could be tried.
- Give the farmers relevant information and let them think about the implications, make suggestions, and arrive at their own decisions about what they want to try.
- Work through each method that could be used so that farmers have enough information as to how much work each method will take, what it will look like, and how it should be done.
- Mark out some contour lines (inside the garden for swales, trenches or tied-ridges, or outside for cut-off furrows).
- Be involved and share ideas, but make sure that the farmers make their own decisions and modifications.

4. Explain two ways in which you can end a planning process with a farmer.	4
---	----------

You can end a planning process by:

- Helping farmers mark out the methods they are going to implement. (✓✓)
- Suggesting that farmers draw a plan of their house and garden or field, and show on the plan the methods they are going to implement. (✓✓)

5.6 Chapter 6

1. Explain the difference between individual, group and external monitoring.
--

9

Individual monitoring: (✓✓✓)

- is done by individuals to get information that they alone are interested in
- can help farmers understand their farm systems better
- can enable farmers to continually improve on what they are doing
- can help farmers stay motivated

Group monitoring: (✓✓✓)

- is done collectively by a group of people who farm or garden together cooperatively
- helps the group keep track of what is happening as they go along
- can also be done for individuals by a group (such as a training or information-sharing group), in which case monitoring is done in a rotational way (i.e. the group visits and monitor some gardens or fields at one time, and other gardens and fields at another time)

External monitoring: (✓✓✓)

- done by an outside organisation to track progress within a programme, or to collect information for research purposes
- indicators for external monitoring are based on things that the outside organisation wants to monitor

2. Explain what an indicator is and what it is used for.
--

2

Indicators are those things which we decide to observe. / Indicators define the exact things that farmers must observe and measure. (✓)

They are used to understand what has happened. / They are used to monitor and assess change. (✓)

3. Outline a process that farmers can follow to develop indicators.

3

Farmers must:

1. **Clarify their expectations or fears** in relation to their WHC interventions. (✓)
2. **Prioritise** their expectations and fears by scoring and ranking them. (✓)
3. Decide how their selected expectations and fears can be measured and observed by brainstorming different types of **evidence** that will show whether or not certain things have happened. (✓)

4. Explain the difference between direct and comparative measurement.	4
---	---

Direct measurement aims to get **factual information about what is happening**. This is done by observing and recording something of interest without comparing it to anything else. (✓✓)

Comparative measurement is used to **compare two or more things**. (✓✓)

5. Discuss how and where monitoring information should be recorded.	4
---	---

Monitoring information should be recorded into a 'monitoring book' that is used only for this purpose. (✓) All monitoring information should be collated, summarised and entered into the book, either once a month or at the end of the experimentation cycle, (✓✓) so that the results can be discussed and evaluated by the group. (✓)

6. List four things that farmers should consider when developing their monitoring plan.	8
---	---

Farmers should consider:

- **what** should be observed (✓✓)
- **how** these things should be measured (✓✓)
- **who** should do the monitoring (✓✓)
- **when** and **how often** the monitoring should be done (✓✓)

7. Explain why it is important to evaluate the information that is collected during the monitoring process.	4
---	---

The information should be evaluated so that farmers can think about the implications of the information that has been collected, (✓✓) and decide what should be done to improve the situation in the future. (✓✓)

8. List five things that should be considered when assessing a monitoring system.	5
---	---

- Are all of the indicators still relevant? (✓)
- What went well during the monitoring process ? (✓)
- What was easy? (✓)
- What was difficult? (✓)
- What can be improved? (✓)

5.7 Chapter 7

1. Provide four general guidelines for the use of participatory tools, and discuss each one in detail.	16
--	----

Any four of the following: (✓ per heading and ✓✓✓ for detail)

Adapt your time schedule to that of your hosts.

- People have many daily responsibilities so it is important that you work out your time schedule so that it suits your hosts.
- This involves talking to participants and finding out when it is convenient for **them** to attend meetings or sessions, particularly when a fair amount of their time is required.

Respect the privacy of others.

- You should never force/coerce people to participate in something if they are reluctant to do so.
- Remember that as an outsider you have a limited understanding of the local people, their dynamics and their personal motivations for agreeing or not agreeing to participate.
- Remember that you are not entitled to an explanation if someone does not want to participate.
- The choices that individuals make should be respected and you should not be judgmental.
- If you want to take photographs when using the tools, make sure that you ask permission from the participants, explain *why* you want to take photos, and say *what* they will be used for.
- Do not take photos unless you have their express permission.

Understand visualization.

- Many participatory tools are based on visualization, which is the process of putting ideas into visual images.
- The purpose of visualization is to enable local knowledge and ideas to be shared in a focused manner. The product creates a focus of attention when local knowledge is presented and discussed.
- Participants should always be allowed to draw, graph or sketch their ideas by themselves.
- Do not try to influence their drawings, as this is likely to change the content, form or manner in which knowledge is being expressed.
- The end product of a visualization activity is the property of the community, and must remain there.

Use group discussions.

- The basic purpose of all participatory tools is to stimulate discussion around a particular topic or theme.
- To promote discussion, a facilitator must use good questioning skills.
- This mainly involves the use of open-ended questions, which usually start with the words *who, what, where, when, how* or *why*.

Use semi-structured interviewing techniques.

- A semi-structured interview is guided by a few key questions but is also flexible and allows new questions to be formulated and posed as the interview progresses.
- Semi-structured interviewing techniques can be used to promote discussion with groups and individuals.
- This can be done by posing one or two key questions about a topic and then developing further questions that are relevant to the ensuing discussion.
- This gives the interviewer and the person/s being interviewed the chance to explore details and relevant information which emerges.

2. Explain in detail the process you can follow when introducing a participatory tool to a group of participants.	12
--	-----------

All four of the following: (✓ per heading and ✓✓✓ for detail)

1. Explain the purpose of the tool.

- Briefly describe the tool and explain its purpose.
- Explain how it will be used by outlining the steps involved.
- Where applicable, give participants time to decide which individuals will be involved.
- Agree on a timeframe with the participants.

2. Apply the tool and encourage dialogue.

- Let participants begin engaging with the tool.
- While the tool is being used, encourage dialogue by asking relevant questions about the topic.
- Make sure that your questions do not interfere with the application of the tool (e.g. do not disrupt a group with a new question if they are already engaged in a lively discussion).
- Avoid asking leading or ambiguous questions.

3. Let participants present their results.

- Once the tool has been used, ask the participants to present the results so that the knowledge that has emerged during the activity can be review or summarized.

4. Reflect and conclude

- Summarize the outcome briefly.
- Ask participants for comments or conclusions in relation to the **topic**, as well as in relation to the use of the **tool**.

6. Assessment Guidelines

Formative and summative assessments can be developed and structured according to:

- the requirements and preferences of your learning institution;
- your own assessment preferences; or
- the assessment framework presented below, which can be used as is or adapted to suit your own assessment preferences.

Assessment Framework – WHC Facilitation Module

Class Mark	50%
Portfolio	50%
Total Mark – WHC Facilitation Module	100

<i>Class Mark (50% of Total Mark for WHC Facilitation Module)</i>			
Assessment Type	Content	Due Date	% of Class Mark
1. Class Test	Chapters 1-3		12.5%
2. Individual Presentation	Activity 17: Individual Presentation		10%
3. Individual Demonstration	Activity 18: Individual Demonstration		10%
4. Group Task and Presentation	Activity 21: Make a Resource Map		5%
5. Class Test	Chapters 4-7		12.5%
			50% (Total Class Mark)

Guidelines for Class Mark

1. Class Test

Set a class test (30-50 marks) based on the content of Chapters 1-3.

2. Individual Presentation

Assess **Activity 17: Individual Presentation** using Assessment Rubric 4 (Assessment Rubric – Individual Presentation). Make sure that you provide students with the assessment criteria before they start preparing their presentations. For example, you can show students a copy of Assessment Rubric 4, or you can develop a handout outlining more detailed criteria for assessment (see *Handout 2, Assessment Criteria for Activity 20* for an example of such a handout).

3. Individual Demonstration

Assess **Activity 18: Individual Demonstration** using Assessment Rubric 5 (Assessment Rubric – Individual Demonstration). Make sure that you provide students with the assessment criteria before they start preparing their demonstrations. For example, you can show students a copy of Assessment Rubric 5, or you can develop a handout outlining more detailed criteria for assessment (see *Handout 2, Assessment Criteria for Activity 20* for an example of such a handout).

4. Group Task and Presentation

Assess **Activity 21: Make a Resource Map** using Assessment Rubric 1. Make sure that you provide students with the assessment criteria before they start preparing their demonstrations. For example, you can show students a copy of Assessment Rubric 1, or you can develop a handout outlining more detailed criteria for assessment (see *Handout 2, Assessment Criteria for Activity 20* for an example of such a handout).

5. Class Test

Set a class test (30-50 marks) based on the content of Chapters 4-7.

Portfolio (50% of Total Mark for WHC Facilitation Module)			
Assessment Type	Content	Due Date	% of Portfolio Mark
1. Presentation of portfolio	Portfolio presentation		2.5%
2. Written Report	Activity 3: The Meatrix		5%
3. Research and Written Report	Activity 20: Internet Research		5%
4. Practical and Written Report	Activity 22: Do a Transect Walk		7.5%
5. Practical and Written Report (individually <u>or</u> with a partner)	Activity 23: Develop a WHC Plan for a Garden		10%
6. Critical Self-Reflection & Planning	Activity 24: Monitor Your Progress		10%
7. Critical Analysis and Self-Reflection	Course Reflection		10%
Portfolio Submission Date			
			50% (Total Portfolio Mark)

Guidelines for Portfolio

1. Presentation

Assess the presentation of the portfolio using the following criteria:

Cover page: Student name, student number, module name, facilitator name, title of document. (5)

Contents page: Sections of the portfolio are listed in the correct order, with page numbers next to each section. (7)

Overall presentation: The portfolio is neat and logically ordered, each section has a clear heading, and pages are numbered correctly (with numbers corresponding to the contents page). (8)

(Total: 20 marks)

Make sure that students know ahead of time exactly how their portfolios should be presented. You can give them each a copy of the assessment criteria outlined above, including any specific criteria or layout preferences that you wish to add.

2. Written Report – Activity 3: The Meatrix

Show The Meatrix in class and discuss it generally in relation to the idea of “progress” and development. Assign Activity 3 for assessment purposes (i.e. individuals need to answer Questions 1-4, and the answers need to be presented in the form of a written report). Develop and provide students with clear and specific assessment criteria for their reports, as well as guidelines for the report presentation.

3. Research and Written Report – Activity 20: Internet Research

Assign Activity 20 as an homework assignment to be used for assessment purposes. Make sure that you give students a copy of **Handout 2: Assessment Criteria for Activity 20**, as well as the **Worksheet for Internet Research**. Assess their reports using **Assessment Rubric 6**, which has been developed specifically for this activity.

4. Practical and Written Report – Activity 22: Do a Transect Walk

Let students do Activity 22 (Transect Walk) during class time, but assign the activity questions as an individual homework assignment (in the form of a written report) to be used for assessment purposes. Develop and provide students with clear and specific assessment criteria for their reports, as well as guidelines for the report presentation. For example, you can ask students to include a copy of their group’s transect diagram with their reports. You can also add additional questions to the 8 questions that are listed in Activity 22.

5. **Practical and Written Report – Activity 23: Develop a WHC Plan for a Garden**

Assign Activity 23 for assessment purposes. You can decide whether you want students to do this individually or with a partner. Develop and provide students with clear and specific assessment criteria for their reports, as well as guidelines for the report presentation.

6. **Critical Self-Reflection & Planning – Activity 24: Monitor Your Progress**

Assign Activity 24 for assessment purposes. The questions need to be answered individually and in writing, and the last part of the activity (the group discussion) should be omitted. Develop and provide students with clear and specific assessment criteria for their reports, as well as guidelines for the report presentation.

7. **Critical Analysis and Self-Reflection – Course Reflection**

Develop a set of questions around WHC facilitation that call for a critical analysis of the course and for in-depth self-reflection in relation to the course and specifically in relation to WHC facilitation (the answers to which should be presented in the form of a written report). Develop and provide students with clear and specific assessment criteria for their reports, as well as guidelines for the report presentation.

Some examples of questions which you could include are:

- Describe/name the most important thing that you learned on this course (in relation to WHC facilitation), and explain why this specific thing was so important for you to learn.
- What aspect of this course did you find the most difficult, and why? Explain in detail.
- What aspect of this course did you find the most interesting, and why? Explain in detail.
- What aspect of WHC facilitation do you find most challenging, and why? Explain how you plan to meet and/or overcome this challenge if/when you work as a WHC facilitator.
- If you had to do this course again, is there anything that you would do differently, and why? Explain in detail.
- If you had to teach this course to a group of students, is there anything that you would do differently, and why? Explain in detail.
- Describe your experience of being a member of this class (i.e. being one of this group of students). In what ways was this experience positive, and in what ways was it negative? Provide reasons for your answers.

7. Assessment Rubrics

The assessment rubrics which follow can be photocopied and used as is, or adapted to suit a specific activity or your own preferences. You can also design and use your own rubrics.

7.1 Assessment Rubric 1

ASSESSMENT RUBRIC				
Activity _____		Assessor _____		
Student/Group _____		Date _____		
<i>The student/group:</i>	1	2-3	4-5	6
followed instructions accurately and completed all tasks				
showed evidence of research/planning				
showed evidence of originality/creativity				
presented information in a clear and convincing manner				
Comments _____ _____ _____ _____ _____				
KEY: 1 Assessment criteria were not achieved 2-3 Assessment criteria were partially achieved 4-5 Assessment criteria were achieved 6 Assessment criteria were exceeded				

7.2 Assessment Rubric 2

ASSESSMENT RUBRIC				
Activity _____		Assessor _____		
Student _____		Date _____		
	1 (0-24%)	2 (25-49%)	3 (50-74%)	4 (75-100%)
Creative thinking	no evidence of creative thinking	some evidence of creative thinking	fairly creative thinking	excellent creative thinking
Accuracy	inaccurate	some accuracy	adequate accuracy	extremely accurate
Research	no research done	some evidence of research	adequate research	thorough research done
Presentation	poor presentation	presentation not clear	fair presentation	clear and convincing presentation
Comments _____ _____ _____ _____				

7.3 Assessment Rubric 3

ASSESSMENT RUBRIC – GROUP PRESENTATION				
Activity: _____				
Name/s: _____ <div style="display: flex; justify-content: space-between; width: 100%; margin-top: 5px;"> <div>_____</div> <div>_____</div> <div>_____</div> </div>				
Assessor: _____		Date: _____		
The group:	1	2-3	4-5	6
showed active and balanced participation from all members				
sustained the interest of the audience throughout the presentation				
referred to all research aspects and answered all questions				
used clear and correct language throughout the presentation				
displayed good time management				
provided intelligent responses to questions from the audience				
Comments _____ <div style="border-bottom: 1px solid black; height: 15px; margin-top: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-top: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-top: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-top: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-top: 5px;"></div>				
KEY: 1 Assessment criteria were not achieved 2-3 Assessment criteria were partially achieved 4-5 Assessment criteria were achieved 6 Assessment criteria were exceeded				

7.4 Assessment Rubric 4

ASSESSMENT RUBRIC – INDIVIDUAL PRESENTATION				
Activity: _____				
Name: _____				
Assessor: _____ Date: _____				
The student:	1	2-3	4-5	6
showed evidence of thorough planning and preparation				
sustained the attention/interest of the audience throughout the presentation				
presented all relevant information in a logical order				
used clear and correct language throughout the presentation				
displayed good time management				
provided intelligent responses to questions from the audience				
Comments _____ _____ _____ _____ _____				
KEY:	1	Assessment criteria were not achieved		
	2-3	Assessment criteria were partially achieved		
	4-5	Assessment criteria were achieved		
	6	Assessment criteria were exceeded		

7.5 Assessment Rubric 5

ASSESSMENT RUBRIC – INDIVIDUAL DEMONSTRATION				
Activity: _____				
Name: _____				
Assessor: _____ Date: _____				
The student:	1	2-3	4-5	6
showed evidence of thorough planning and preparation				
sustained the attention/interest of the audience throughout the demonstration				
demonstrated all relevant tasks in a sequential order				
used clear and correct language throughout the demonstration				
displayed good time management				
provided intelligent responses to questions from the audience				
Comments _____ _____ _____ _____ _____				
KEY:	1	Assessment criteria were not achieved		
	2-3	Assessment criteria were partially achieved		
	4-5	Assessment criteria were achieved		
	6	Assessment criteria were exceeded		

7.6 Assessment Rubric 6 (Activity 20 – Internet Research)

Student Name_____

Student Number_____

KEY TO ASSIGNING MARKS

1 = Assessment criteria not met; 2-3 = Assessment criteria partially met;
4-5 = Assessment criteria achieved; 6 Assessment criteria exceeded

Question	Criteria	Mark
1. Describe the specific area that you researched.	You name the geographical area that you researched, state the province it is located in, and give the name of the nearest big town or city (if you grew up in a rural area).	
2. Write down the climatic information that you found and reference the website.	You supply the mean annual rainfall for the area, written down and referenced correctly.	
3. Print out two sets of additional, relevant information and reference the websites.	You supply two sets of additional, relevant information (fully referenced) and attach a brief paragraph to each set explaining why you found that particular information useful.	
4. Was it easy to find the information? Why? Why not?	You write a few sentences describing how easy or difficult it was to do the exercise and give reasons for your answer.	
5. Which websites were most and least useful? Why?	You write a few sentences describing which websites were most and least useful and give reasons for your answer.	
6. Was it easy to download information? Why? Why not?	You write a few sentences describing how easy or difficult it was to download information and give reasons for your answer.	
7. Which websites had other information that you found interesting or useful? What did you find?	You write a few sentences describing the additional useful or interesting information that you found and say where you found it.	
8. What problems did you have accessing information on the internet? How did you respond to the challenge?	Write a few sentences describing any challenges you had to accessing the information and describe how you responded to the challenges. If you experienced no challenges, explain in a few sentences why it was so easy for you.	
	TOTAL OUT OF 48:	
COMMENTS		

8. Additional Tools




8.1 Unanswered Questions

It is important to encourage students – particularly those who are reticent – to seek clarity on issues and answers to questions that they have about the content of the course. A facilitation tool that can be very useful for this purpose is a (sometimes brief) activity which can be called “Unanswered Questions”. The activity entails asking students if they have any unanswered questions which they would like to address, and then addressing them. This can be done at the beginning and/or end of a lesson, or at any time during a lesson when you think it may be useful.

The activity serves two important purposes: it provides an opportunity for students to clarify issues/information that is not clear to them, and it ensures that students feel their learning needs are being recognised. If the activity is done regularly and sensitively, it can be a powerful learning tool for students and can really helping bring a class up to speed. It’s worth the investment in time, and it works against the situation where some students are left feeling like they’ve “missed the boat” along the way.

8.2 Critical Evaluation and Constructive Feedback

The following chart can be used to help students provide you or each other with constructive feedback. It can also be used to help students critically evaluate their own performance.

 What worked and why?	What didn't work and why? 
 What could be done differently, and how?	

When using the chart with a class, draw it on the board, or on a piece of newsprint or flipchart paper (use paper if you want to keep a record of the feedback or evaluation).

Getting feedback on a class session

You can use the chart to get feedback on your teaching sessions. At the end of each session, ask students to brainstorm:

- What they liked / found useful, and **why**.
- What they didn't like / didn't find useful, and **why**.
- What they would change about the session, and **how**.

Write up their feedback in the appropriate segment of the chart. Conduct the activity as a brainstorm and limit discussion on the feedback. After each point is made, you can hold a quick vote to see whether the statement is supported by the majority of students, or a minority. If the statement appears to be a minority sentiment, you can record it as such.

Getting feedback on an activity (such as a group or individual presentation)

At the end of the activity, ask students to brainstorm:

- What they liked / what was good, and **why**.
- What they didn't like / what wasn't good, and **why**.
- What they would change / what could be improved on, and **how**.

Write up their feedback in the appropriate segment of the chart. Conduct the activity as a brainstorm and limit discussion on the feedback. After each point is made, you can hold a quick vote to see whether the statement is supported by the majority of students, or a minority. If the statement appears to be a minority sentiment, you can record it as such.

Critically evaluating ones' own performance

Individuals can use the chart to critically evaluate their own performance (for example, their performance on a presentation or demonstration, or your own performance as a facilitator).

At the end of their performance, individuals can ask themselves:

1. What did I do well / what was good, and **why**?
2. What did I not do well / what was not good, and **why**?
3. What could I change or improve on, and **how**?

8.3 Energizers

Energizers are games which can be used to give participants a break from the focus of the session. Experienced educators know how useful it is to be able to offer such games to participants when it seems that energy is slowing down, or when it is time for a change of focus.

Elephant and Paw-Paw Tree

The facilitator gets participants to stand around him/her in a circle.

He/she points to someone and says: "Elephant!"

The person pointed to must put her hands together, put her arms out straight in front of her and bend over to make the trunk of the elephant. The person on her left and the person on her right hand side must bend towards her with their arms outstretched to make the two ears of the elephant.

The person in the middle may alternate "elephant" with "paw-paw tree".

The person in the centre of the circle points to someone and says: "Paw-paw tree!"

That person must put his arms together and point upwards to make the trunk of the paw-paw tree. The person on the left and the person on the right hand side of him must bend away from him with their arms outstretched, waving their hands to make the branches of the paw-paw tree.

Whenever any person makes the wrong move – for example, if a person makes a move to be the ears of an elephant when s/he should be the branches of a paw-paw tree, then that person comes to the middle of the circle. This rule also applies to any person in the circle who makes a wrong move; for example, when the person in the middle points to someone and calls out "elephant" or "paw-paw tree," only the person pointed to and the person to the right and the person to the left must respond. If anyone else makes a move, that person can also be asked to come into the middle and take a turn.

As a facilitator, you stop the action when you judge participants have had enough of the game or when it is time to move on.

Big Wind Blows

Place just enough seats in a circle for everyone but you, the facilitator. You are the big wind, and whoever you “blow” on, has to move. Instead of actually blowing, you call out:

“The big wind blows on everyone who” You must think of something which is true for you and which might also be true for at least some of the other people in the room. For example, you could say:

“The big wind blows on all those who drank tea with their breakfast this morning”.

Then everyone who drank tea with their breakfast must jump up and look for another seat. The rule is that you are not allowed to take the seat next to you, and you are not allowed to announce a big wind on people who have – for example, white shirts, or black shoes – if you do not have on a white shirt, or black shoes. In other words, whatever you call out must apply to you as well.

You might also say things like:

“The big wind blows on all those people who are wearing white socks (or black shoes, or a red shirt, etc.).

Whoever is left standing without a seat gets to be the big wind and must do the same.

As the facilitator, at a time when you judge that participants have had enough of the game, you quietly bring an extra seat into the circle so that when everyone sits down, there are enough chairs for everyone – that ends the game.

One variation (especially if you are the big wind and can’t think of anything to say) is to say: “Hurricane!”

Then, everyone has to jump up and look for a seat. Remember to announce this variation when you are explaining the rules of the game in the beginning!

Heel to Heel, Toe to Toe

Ensure that there is an odd number of participants. If the number is even, you can ask one person to volunteer to sit out or to be the observer.

The facilitator gives instructions, and each participant has to find a partner to obey the instructions with – the rule is that participants must choose *a different partner every time*.

The facilitator calls out, for example: “Heel to heel” (or “toe to toe” or “knee to knee” or “elbow to elbow,” and the participants must quickly find a partner. Each time, a different person will be left out and that person then takes a turn to give the instruction.

Advice: As facilitator, please ensure that you are *culturally sensitive* when using this energiser, as some cultures forbid this kind of physical contact between the sexes.

Zip Zap Boing!

Participants stand in a circle facing into the middle. The facilitator should join the circle. The facilitator should demonstrate and explain how the game works. It can start with anyone.

The first person to start calls out “zip” and nods to the person on his/her right. This person passes the “zip” on, by calling out “zip” and nodding to the person on his/her right. And so each person passes the “zip” on in this way, to the right around the circle, until someone decides to have some fun – instead of calling out “zip” and passing it on to the right, anyone can decide to nod back at the person passing on the “zip” and call out: “boing”. Then the person who passed the “zip” has to change direction immediately, turn around and call out “zap” while nodding to the person on her left. The “zap” then passes around the circle to the left in the same way until someone nods back and calls out “boing”. Then the “zip” resumes again to the right around the circle and so on.

Each time a person calls out “boing” in response to being passed a “zip” or a “zap”, the direction and sound changes and goes in the opposite direction.

Facilitator ends the game when he/she judges participants are refreshed or have had enough.

Boerewors

This energiser really gets people laughing! Tip: it works best with groups who have been together for a day or two, or with groups where participants know each other fairly well.

Participants form a circle facing into the middle. The facilitator stands in the middle of the circle and starts the game. S/he chooses any participant, walks up to him/her and fires questions at the person:

For example: “What’s your name? Where do you live? What’s your wife/husband/boyfriend’s name? What did you eat for breakfast? What’s your favourite movie?,” etc.

The rule is that the person being addressed may not smile, may not laugh and may not say anything else but the word “boerewors”. If the person being addressed smiles, laughs, or says anything other than “boerewors”, that person must come to the middle of the circle and play the role of questioner.

If the questioner is unable to make a person laugh or smile, then s/he moves onto another person and repeats the questioning until s/he gets someone to laugh.

Here I Sit...

Participants and the facilitator sit on chairs placed in a circle. The facilitator adds one extra chair directly to his or her right, and begins the activity by explaining how it works:

The person next to the open chair jumps into the chair calling "Here I sit!"

The person sitting next to the vacated chair jumps into the vacant chair calling "On this chair".

The next person sitting next to the newly vacated chair jumps into the chair, calling: "With my friend _____ (the name of any member of the group)".

The person whose name has been called must run across the circle to jump into the vacant chair.

As the person whose name is called jumps up, a chair will become vacant between two members of the group. The idea is that the two participants on either side of the vacated chair must try to jump into the empty chair first.

Whoever succeeds starts a new round by calling "Here I sit," and the game continues.

The game ends when the facilitator judges that participants are ready to continue with other activities.

8.4 Additional Resources for Energizers

For more energizers and icebreakers, go to the websites listed below or do an internet search using keywords such as "classroom energizers", "workshop energizers" or "free energizers".

http://www.businessfundamentals.com/IceBreakers/ice_breakers_energizers.htm

<http://www.kimskorner4teachertalk.com/classmanagement/icebreakers.html#Murder>

<http://www.reproline.jhu.edu/english/5tools/5icebreak/icebreak1.htm>

<http://adulted.about.com/od/icebreakers/tp/toptenicebreakers.htm>

<http://www.archertraining.co.uk/energisers.htm>

9. Handouts and Template



HANDOUT 1: KEY QUESTIONS FOR PTID

HANDOUT 2: ASSESSMENT CRITERIA FOR ACTIVITY 20: INTERNET RESEARCH


HANDOUT 3: MATRIX – LIVESTOCK

HANDOUT 4: MATRIX – FRUIT TREES

TEMPLATE: PERSONAL SWOT ANALYSIS

Worksheet: INTERNET RESEARCH

This worksheet will show you how to go to a website and search for information. Specifically, it will show you how to use Windows Internet Explorer to find the information required for Step 1 of **Activity 20: Internet research**. To follow the steps below, you must be connected to the internet.

Step 1: Double-click on the **Internet Explorer icon**  on the main screen of the computer. This will open up Internet Explorer.

Step 2: Type in the web address **http://www.environment.gov.za**

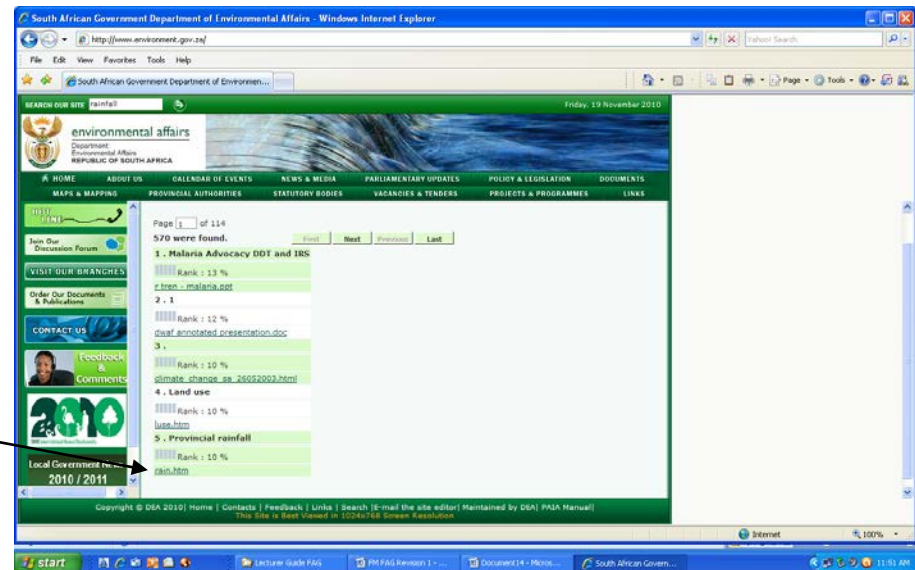
Step 3: Click on the green arrow. This will take you to the website's homepage.

Step 4: In the box next to SEARCH OUR SITE, type in the word **rainfall** and then click on the green arrow next to the box.



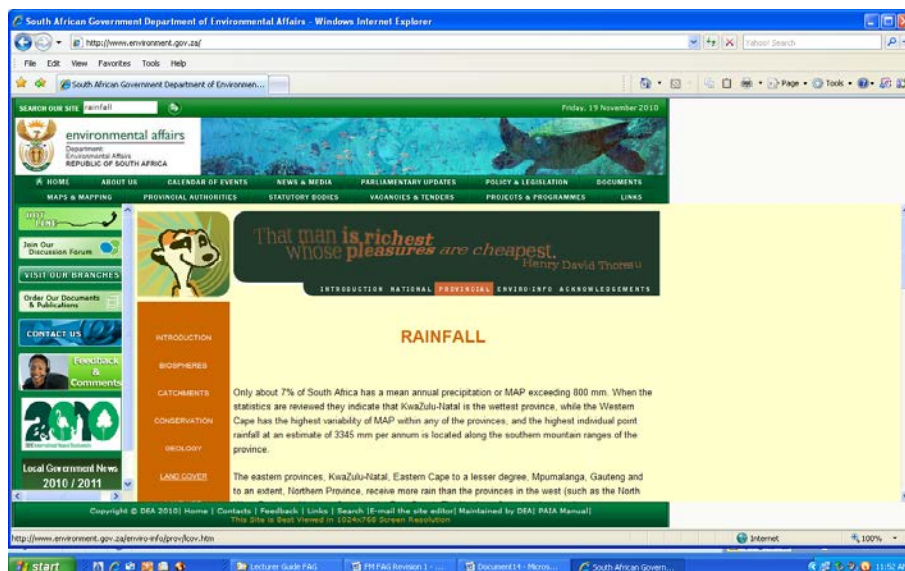
Step 5: Click on rain.htm (under 5. Provincial rainfall).

5



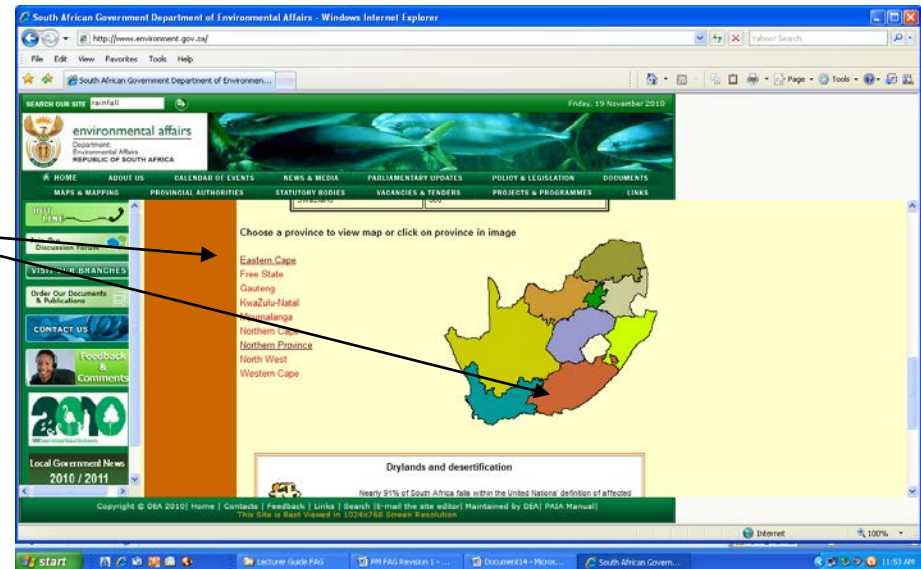
Step 6: Click on the arrow to scroll down until you get to the map of South Africa.

6



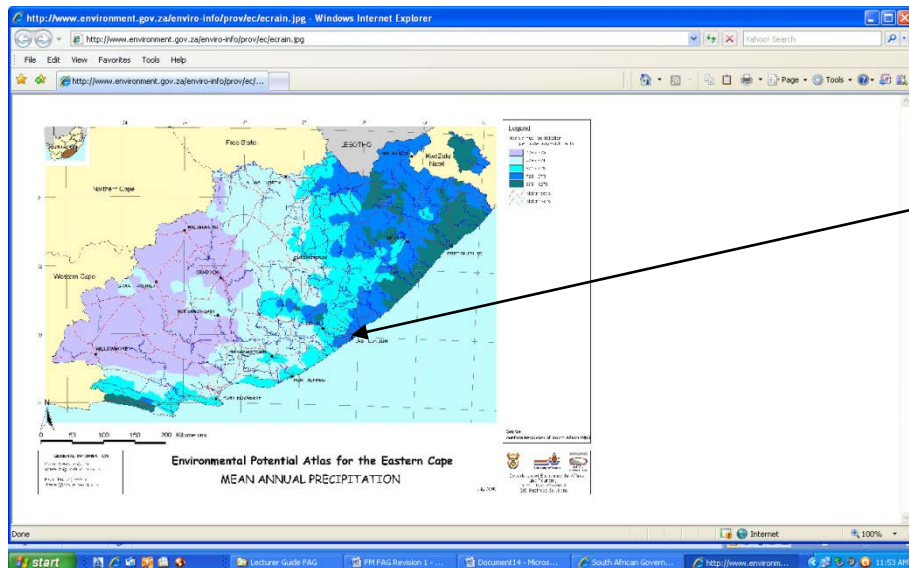
Step 7: Click on the province name **or** click on the province on the map. This will open up a new window with a close-up map of the province (in this example, the Eastern Cape).

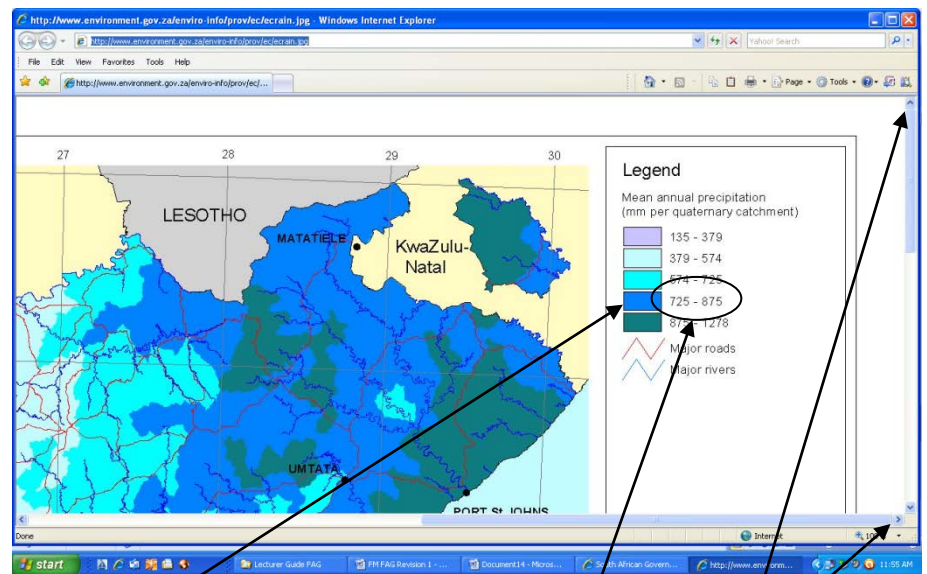
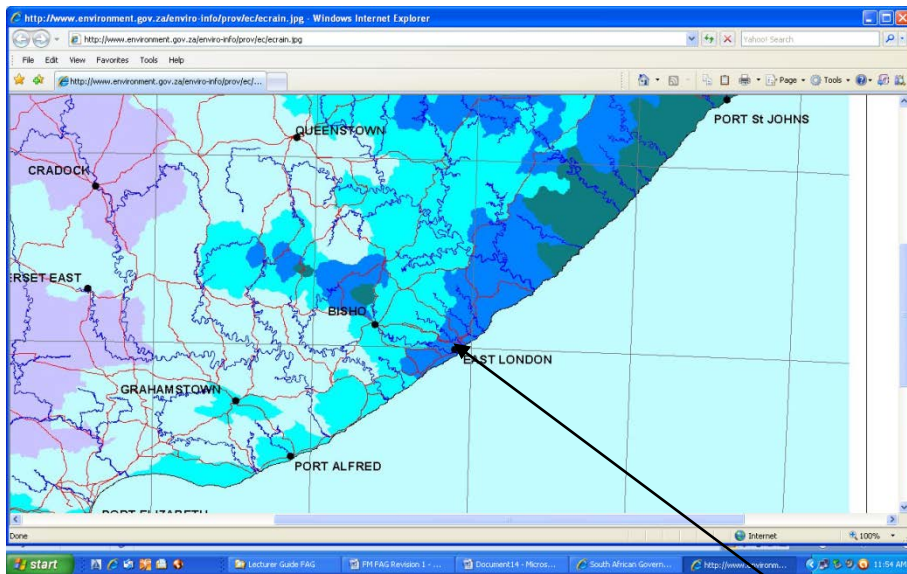
7



8

Step 8: Click on the specific area on the map where you grew up (e.g. East London). The map will then zoom in to that area.





Step 9: Look at the colour of your area on the map, and find the same colour on the **legend**. The legend is on the top right of the map.

Step 10: Click on the arrows to get to the legend. The bottom arrows move the map left and right, while the top arrows move it up and down.

Step 11: Look at the numbers next to the matching colour. These numbers indicate the **mean annual precipitation** for that area (in East London, it is 725-875 mm).

Step 12: To close the window/s, click on the red cross at the top right-hand corner of the window.

Handout 1

KEY QUESTIONS FOR PTID

PTID is a framework, not a set of rules. Stages can overlap with each other.

1. Why is it important to be transparent/open about *why* you want to work in a particular community, and to be clear about what you *hope* to do and what you are *able* to do?
 2. What are the protocols around meeting local leaders? Who do you approach first? Why? How do you approach that person?
 3. How do you plan for visiting local government departments? How do you know where to go? How do you find out who to speak to? How do you set up a meeting? How do you decide what will be discussed?
 4. What types of information might it be useful to obtain before entering the community? Where would you get this information?
 5. Should we force people to farm together in groups? Why or why not? What could happen? What impact could it have on the intervention?
 6. Has anyone ever been in a workshop where someone conducted a needs assessment and then ignored most of the needs that were expressed? What impact did it have on the group? How did people feel? What was the facilitator's real agenda?
-

Handout 1

KEY QUESTIONS FOR PTID

PTID is a framework, not a set of rules. Stages can overlap with each other.

1. Why is it important to be transparent/open about *why* you want to work in a particular community, and to be clear about what you *hope* to do and what you are *able* to do?
2. What are the protocols around meeting local leaders? Who do you approach first? Why? How do you approach that person?
3. How do you plan for visiting local government departments? How do you know where to go? How do you find out who to speak to? How do you set up a meeting? How do you decide what will be discussed?
4. What types of information might it be useful to obtain before entering the community? Where would you get this information?
5. Should we force people to farm together in groups? Why or why not? What could happen? What impact could it have on the intervention?
6. Has anyone ever been in a workshop where someone conducted a needs assessment and then ignored most of the needs that were expressed? What impact did it have on the group? How did people feel? What was the facilitator's real agenda?

Handout 2

ASSESSMENT CRITERIA FOR ACTIVITY 20: INTERNET RESEARCH

Activity 20 will be assessed based on the following criteria:

QUESTION	CRITERIA	MARK
1. Describe the specific area that you researched.	You name the geographical area that you researched, state the province it is located in, and give the name of the nearest big town or city (if you grew up in a rural area).	
2. Write down the climatic information that you found and reference the website.	You supply the mean annual rainfall for the area, written down and referenced correctly.	
3. Print out two sets of additional, relevant information and reference the websites.	You supply two sets of additional, relevant information (fully referenced) and attach a brief paragraph to each set explaining why you found that particular information useful.	
4. Was it easy to find the information? Why? Why not?	You write a few sentences describing how easy or difficult it was to do the exercise and give reasons for your answer.	
5. Which websites were most and least useful? Why?	You write a few sentences describing which websites were most and least useful and give reasons for your answer.	
6. Was it easy to download information? Why? Why not?	You write a few sentences describing how easy or difficult it was to download information and give reasons for your answer.	
7. Which websites had other information that you found interesting or useful? What did you find?	You write a few sentences describing the additional useful or interesting information that you found and say where you found it.	
8. What problems did you have accessing information on the internet? How did you respond to the challenge?	Write a few sentences describing any challenges you had to accessing the information and describe how you responded to the challenges. If you experienced no challenges, explain in a few sentences why it was so easy for you.	
	TOTAL OUT OF 48:	

KEY TO ASSIGNING MARKS

1 = Assessment criteria not met; 2-3 = Assessment criteria partially met;
4-5 = Assessment criteria achieved; 6 Assessment criteria exceeded

Handout 3: Matrix – Livestock

LIVESTOCK	As Helper	Market value	Manure	Good food and taste	Low cost labour & fodder	Disease resistant	Easy breeding & growth	TOTAL
Goat								
Cattle								
Chickens								
Pigs								
Horse								
Dog								

Handout 3: Matrix – Fruit Trees

FRUIT TREE	Good taste	Market value	Easy to sell	High productivity	Less land used	TOTAL
Banana						
Paw-paw						
Orange						
Peach						
Granadilla						
Lemon						

Assessment Rubric for Activity 20 – Internet Research

Student Name _____

Student Number _____

KEY TO ASSIGNING MARKS

1 = Assessment criteria not met; 2-3 = Assessment criteria partially met;
4-5 = Assessment criteria achieved; 6 Assessment criteria exceeded

Question	Criteria	Mark
1. Describe the specific area that you researched.	You name the geographical area that you researched, state the province it is located in, and give the name of the nearest big town or city (if you grew up in a rural area).	
2. Write down the climatic information that you found and reference the website.	You supply the mean annual rainfall for the area, written down and referenced correctly.	
3. Print out two sets of additional, relevant information and reference the websites.	You supply two sets of additional, relevant information (fully referenced) and attach a brief paragraph to each set explaining why you found that particular information useful.	
4. Was it easy to find the information? Why? Why not?	You write a few sentences describing how easy or difficult it was to do the exercise and give reasons for your answer.	
5. Which websites were most and least useful? Why?	You write a few sentences describing which websites were most and least useful and give reasons for your answer.	
6. Was it easy to download information? Why? Why not?	You write a few sentences describing how easy or difficult it was to download information and give reasons for your answer.	
7. Which websites had other information that you found interesting or useful? What did you find?	You write a few sentences describing the additional useful or interesting information that you found and say where you found it.	
8. What problems did you have accessing information on the internet? How did you respond to the challenge?	Write a few sentences describing any challenges you had to accessing the information and describe how you responded to the challenges. If you experienced no challenges, explain in a few sentences why it was so easy for you.	
	TOTAL OUT OF 48:	
COMMENTS		

Template:

PERSONAL SWOT ANALYSIS

<ul style="list-style-type: none">• What are your abilities, skills and talents?• What personality or behavioral traits are strengths?• Do you have any specialist knowledge, and if so, what is it?• What things do you do well?• Who can you ask for help, support or advice?• What resources do you have access to?	S trengths:	W eaknesses:	<ul style="list-style-type: none">• What skills or abilities do you need / would you like, that you don't already have?• What knowledge do you need / would you like, that you don't already have?• What personality or behavioral traits are weaknesses?• What are your main limitations in relation to your personal goals?• Are there any resources (money, time, help, etc.) that you need?
<ul style="list-style-type: none">• How can you take advantage of your strengths (your abilities, skills and talents)?• How can you take advantage of your knowledge?• What opportunities (dreams, wishes, goals) have you been considering?• Do any of your personality or behavioral traits indicate any new opportunities for you?• What major changes would you like to make in your life?	O pportunities:	T hreats:	<ul style="list-style-type: none">• What external threats (people, events, changes to income, etc.) could affect you negatively, and how?• Are you facing any current risks?• What obstacles are preventing you from achieving your goals?• Do any of your personality or behavioral traits indicate hidden threats?• Do any of your weaknesses increase the level of these threats or their impact?• What strengths do you have that could help you reduce your identified threats?