LEARNING AB♥UT LIVING
THE ELECTRONIC VERSION OF FLHE

Learn about participatory teaching skills for Learning about Living
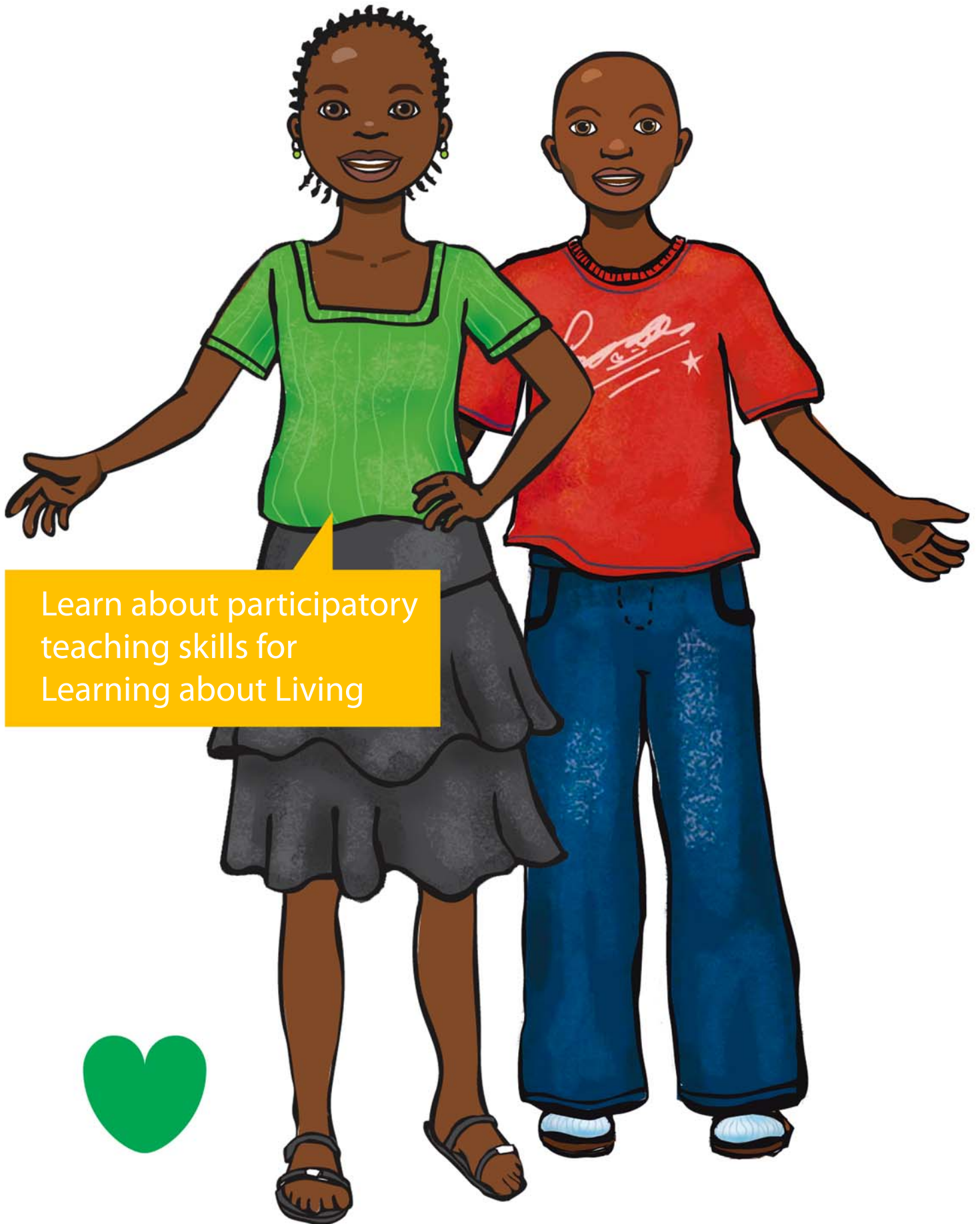
TEACHER'S ZINE

LEARNING AB♥UT LIVING
THE ELECTRONIC VERSION OF FLHE

Teacher's Zine

Welcome to Learning about Living, the electronic version of FLHE. The website is based on the Nigerian curriculum on Family Life and AIDS/HIV Education (FLHE).

We hope that this course is as enjoyable for you as it is for the students.
For the program to succeed it needs an engaged teacher. You don't however need to be a sexual health expert or an IT expert, as both aspects are dealt with sufficiently in the training and the learning environment.
The program is designed to facilitate you as much as possible given your busy schedule.
Many of the lessons can be incorporated into other subjects such as creative arts, English language, physical education, biology, civics or any social subjects. You can select activities and topics and incorporate them into your school program.

In this Teacher's Zine, you will find more information about the activities and the educational approach.

LEARNING ABOUT LIVING, the electronic version of the FLHE, is based on the Nigerian Family Life and HIV/AIDS Education (FLHE) curriculum.

The program is managed by One World UK and is developed by Butterfly Works, in close collaboration with Action Health Incorporated, NERDC, Federal Ministry of Education, Federal Ministry of Health, Education as a Vaccine against Aids (EVA) and Girls' Power Initiative (GPI) and with input from young people, teachers and youth workers in Nigeria.

For more information about this program, please email info@learningaboutliving.org

© Learning about Living, Teacher's Zine, Butterfly Works, 2009

LEARNING ABOUT LIVING
THE ELECTRONIC VERSION OF FLHE

INDEX OF THE TEACHER'S ZINE

Educational approach

The educational approach used in Learning about Living is called "Participatory Learning".

In the face of complex challenges in young peoples lives today we aim to: equip them with increased: self esteem; understanding; life skills and creativity. This empowers young people to co-solve the challenges they meet and co-design their own path forward. Learning is a lifelong process whereby individuals acquire attitudes, skills and knowledge from daily experiences and influences from their environment.

Participatory learning
Participatory learning is a process which directly acknowledges, welcomes, values and uses the existing knowledge and competence of those being taught. It is particularly appropriate where the subject matter under consideration touches on people's deeply held beliefs and attitudes. It is different to 'Mug and Jug' styles or 'Chalk and Talk', which are knowledge based and teacher driven learning. Participatory learning has proven itself to be a powerful, successful learning tool that is personally fulfilling, meaningful and fun.

In this educational approach the student is central to the learning process with the teacher as a facilitator. The student is given as much space as possible to develop his/her own viewpoint through active experience.
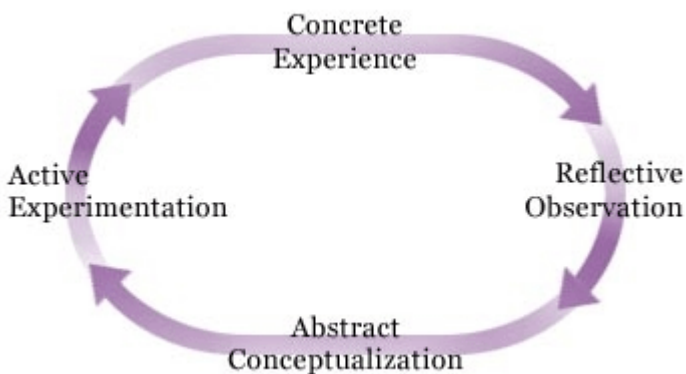
Why Experience-Based Learning?
Consider that we remember:
• 20% of what we read;
• 20% of what we hear;
• 30% of what we see;
• 50% of what we see and hear;
• 70% of what we see, hear, and discuss; and
• 90% of what we see, hear, discuss, and practice.

Advantages:
1. Multiple teaching/learning methods can be integrated
2. Very learner-centered
3. Process of "discovery" builds self-esteem
4. Learning is more fun for students, teaching more fun for leaders/teachers
5. Other life skills can be learned, instead of only science content

Disadvantages:
1. Requires patience and guidance by teacher; decentralized approach can seem less orderly; may be less comfortable to an authoritarian-style teacher
2. There is often no single, "right" answer

The teacher's role in Participatory learning:

For some teachers this is a new way of working. Now instead of being at the front of the class giving instruction, The teacher is moving through the class helping individual students as they do their given assignments. While it may seem that the teacher is losing power or control in fact the power is being shared with students leading them to take more responsibility. The different role for the teacher will take some practice but is very rewarding in the long run.

The teachers roles changes from:
Subject centred - to - person centred
Only expert - to - facilitator / guider
Discipline / authority - to - trust / encouragement
Focus on output - to - focus on process + output
Frontal methods - to - participatory methods

An ideal participatory lesson or workshop includes these elements:
- Warm up exercise
- Knowledge of the basic issues, to inform young people
- Interaction with other students, for positively changing attitudes and skill building
- Activity, making or doing, issue based, for positively changing attitudes and skill building
- Discussion, for reflection and positively changing attitudes

For the teacher it is important to review the materials and practice the activities to be taught. As a teacher you won't freely give "the answers" to a problem. Instead, you will guide the youth in a process through which they learn for themselves. Start a lesson by telling the students what activities they will be doing. When students are asked questions or sharing about what they learnt, use the suggested questions to the students about their experience. At the end of the lesson ask the students what they felt was important about the experience.

For more information on Participatory learning you can visit these websites.
www.learningandteaching.info/learning/experience.htm
or
www.infed.org/biblio/b-explrn.htm

Behavior Change

The program has three important focus points which combine to help achieve behavior change amongst young people. These are also the basic building stones of participatory learning.
1. To inform young people - this is done through the info cartoons, which you will find for each topic.

2. To positively change attitudes - this is done through the activities. In the activities in this program students are required to develop and reflect on their own viewpoint regarding these important topics.

3. Skill building- This is done through the activities in personal skills which focus on skill building.

Behavior change - this is done through a combination of correct knowledge, changed attitudes and skill building. The student at the end of the day is the only one who can decide for him/herself which choices he/she will make and put into action. That is why it is so important that this program is given in a student centered and participatory way.

Lesson plan

Under each lesson, you see a button called 'Goals'. Here you will find the performance objectives for this lesson and the lesson plan. It is important to read this section before you start a lesson.

Every lesson should be build up in this way:
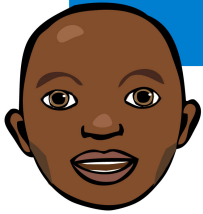
The lesson starts with a warm up, which will take about 10 minutes. When you click on the 'Warm up' button, you will find step by step guidelines on how to do the warm up.

After the warm up, you let the students read the info cartoon. Most students will be finished in about 10 to 15 minutes. The info cartoon contains all the factual information on the topic. The students can read it themselves from their computers.

After the info cartoon you do an activity. This can either be a 'Make' or a 'Discuss'. The activities take about 30 minutes. All the activities have step by step guidelines.

Always round up a lesson with a reflection. Ask the students what they have learned and give them the oportunity to ask questions. If you do not have enough time in one lesson to follow all these steps, you can give the activity as homework or do it in the next lesson.

Types of activities

Per topic above you will find a range of activities. You can choose from the activities to put your own lesson together according to the time available. You can choose for example to use the info cartoon for one lesson and in the following lesson do one of the other activities. Please see also the information on the participatory learning to know more about constructing effective lessons in order to positively change attitudes, inform young people and achieve skill building. You can also read the activity guidelines to get some extra tips per type of activity.

Here follows an explanation of each type of activity;

Goals:
Performance objectives / young people should be able to…. These are as per the FLHE curriculum. The goals are only seen on the teacher's side.

Warm up:
Energize young people / prepare them for the subject of the lesson.
Warm up's contributes to skill building.

Info cartoons:
A presentation of the facts on the topic in question. The virtual peer educators, Mosa, Aisha, Yusuf and Maryam share the information in a dialogue form, just like a comic.
Info cartoons contribute to informing young people.

Make:
A creative activity. Can be done on the computer or on paper.
Make activities contribute to positively change attitudes and skills building.

Discuss:
A group activity
Discuss activities contribute to positively change attitudes and skills building.

Game:
An interactive and educative computer game
Games contribute to informing young people and positively change attitudes.

Quiz:
An interactive self assessment for young people
Quizes contribute to informing young people and positively change attitudes.

Tips:
A list of tips regarding this topic.
Tips contribute to informing young people and skill building.

Teaching Learning about Living

Here are some guidelines and tips per activity. They will help you to get the most out of the Learning about Living curriculum.

Warm up:
Guidelines:
1. Give a short introduction about the warm up, to get the students enthousiastic.
2. Let the students get up, so you can start the warm up as you are explaining what you expect them to do.
3. Do the warm up together with all the students.
4. Round up the warm up with a reflection, by asking the students about their experience.

Tips:
- Make sure that all the students participate in the warm up.
- Don't feel restricted to your classroom. If you need more space, take the students outside.
- A warm up does not have to be long, the shorter the better.

Info cartoon:
Guidelines:
1. Tell the students where to go on their computer.
2. Explain to the students how they can click through the info cartoon and let them read the info cartoon by themselves.
3. Walk around to see if all the students know where to go.
4. Allow the students to ask questions about things they don't understand.
5. Evaluate the information from the info cartoon by asking questions about the text.

Tips:
- Allow students to read at their own pace. Let the students that finish before the others, to click through the website.
- Ask some computerwise students to help their classmates by walking around and helping the students that don't know where to go on their computer.

Make:
Guidelines:
1. Make sure that you have all the materials needed for this activity.
2. Let the students read the activity on their computer.
3. Explain to the students what you are going to do.
4. When the students are working on the computer, tell them where to go and give them a timeframe.
5. Walk around the classroom to see if all the students know where to go and what to do. It could be helpfull to ask a computerwise student to help you with this.
6. At the end of the activity, you can ask some students to show what they have made.
7. Evaluate the activity.

Tips:
- Most of the Make activities have examples to give the students an idea of the possibilities. Make sure that the students don't copy these examples, but let them think of their own version.
- Try to let as many students as possible to do the activity on the computer. The activities will provide the students with computerskills.

Discuss:
Guidelines:
1. Let the students read the activity on their computer.
2. Explain to the students what you are going to do.
3. When the students will be working in groups, let them find a space in the classroom to sit together with their group.
4. Give the students a timeframe.
5. Walk around the classroom to see if all the students know what to do.
6. Let some of the students show or tell the class what they did.
7. Evaluate the activity.

Tips:
- It is very important to have a good atmosphere in the classroom, so the students feel safe to state their opinions.
- In the info cartoon under Groundrules, you can find the basic rules for behavior in the classroom.

Game/Quiz:

Guidelines:

1. Tell the students where to go.
2. Let the students do the activity for themselves.
3. Walk around to see if all the students know where to go.
4. Evaluate the activity.

Tips:

- The games and quizzes are short, fun and interactive. You can let the students do them by themselves when they finish an activity before the rest of the class or when you have some time left during a lesson.
- Allow students to ask questions about the games and quizzes, because they do contain quite a lot of information.

The (new) role of the teacher

When moving from classical instruction methods toward student centred learning or participatory learning the role of the teacher changes. Today's teachers are the ones to guide the children developing themselves so that they can succeed in the classroom and go on to do great things.

The teacher's role changes from:

Subject matter centred == ➔ person centred

Only expert == ➔ facilitator / guider

Discipline / authority ==➔ trust / encouragement

Focus on output == ➔ focus on process + output

Frontal methods == ➔   participatory methods

To elaborate:

- **Subject matter centred == ➔ person centred**
  The Learning about Living lessons should be centred on the students and their progress instead of being centred on the subject matter of the topic at hand. The curriculum teaches life skills, therefore the students are the main subjects. That doesn't mean that the topic and the facts are not important it is just that they are not always leading. It is necessary to listen and observe how the student is relating to the material and take that as the main starting point. It is imperative in the arena of life skills and sexual health that the student has a meaningful learning experience and gains the life skills that will support them as they become adults. They do this by participating actively in the knowledge and understanding of the subject matter. That is why we say student centred rather than subject centred.

- **Only expert == ➔   facilitator / guider**
  The teacher should be a facilitator and a guide to the students instead of being the only expert. The teacher can't be an expert on the lives and experiences of the students, but will more guide the students during the Learning about Living curriculum and let them experience it and engage with it actively. Of course that doesn't mean the teacher has no expertise to offer it does mean that the contents of the lessons need to be informed by the real experiences, understandings and questions of the students too.

- **Discipline / authority ==➔ trust / encouragement**
  The teacher will encourage the students and create an atmosphere of trust instead of being the ultimate authority and focussing on discipline. The topics in the Learning about Living curriculum can be very personal and for students to share their thoughts and feelings on them, it is important that they feel comfortable.
  This does not mean that there is no discipline in the class room; there are still very clear ground rules on what is acceptable and what is not in the classroom. These ground rules are agreed by the group from the outset of the program and include listening to each other, actively participating, respecting each other's opinions etc. The teacher ensures that these ground rules are adhered to, this will increase the feeling of safety of the students to discuss and engage with the lessons. The teacher can encourage the students to make role plays and posters and join in discussions by giving them positive feedback on their contributions and tips for improvement.
  See also below on 'Structured freedom'

- **Focuses on output == ➔ focus on process + output**
  The teacher will focus on the process instead of on outcome of the assignments. Especially in a life skills program the process of learning is probably more important than the exact outcome of the lesson, in the end their might be an outcome you didn't expect or hoped for, but in the process the students usually have learned a great deal. Students who gain insights and contribute to the lessons are active participants and therefore learning.

- **Frontal methods == ➔ participatory methods**
  the teacher should use a participatory method instead of a frontal method. The students will not pick up as much from the curriculum when they are being told about it as when they experience it. The teacher will then be moving around the classroom holding small dissuasions with project groups and checking that they are on the right track and not stuck somewhere as they proceed in their assignments. If the noise level becomes too boisterous it is fine to call for order and concentration but groups are allowed to discuss and move around while working in the class.

Structured freedom
There are many teachers that want to stimulate creativity, in theory. But in practice they prefer receptiveness and memorization above critical thinking, because they are afraid of a classroom full of unruly and defiant students. But as you develop trust and give the students a chance to gain insight into their own work process and learning path, the students will become much more motivated. For some the lack of discipline might be disruptive at first, but if you challenge them to perform you will find that they will become motivated too.

The teacher will stay the guide and the authority, but will just control different factors. For example: Before the students were not allowed to talk. Now the students are allowed to talk, but only about the work.
The teacher gives the students a structured freedom. You can do this by:

- Giving the students specific goals and assignments but let them develop their own solutions.
- Giving the students a timeframe to achieve a goal, but be open for unexpected outcomes.
- Listening to the students experiences whilst doing an assignment.
- Be open to unexpected outcomes or solutions.
- Guiding the students through a process of finding their own solutions instead of giving them the answers to a problem.

Motivated students
The most important advantage of active learning is that students will have a higher motivation.
- As students choose their own path their motivation will be higher.
- Students that are less academic get a chance to develop other talents.
- Students will learn to trust themselves, develop self discipline and self esteem.

Conducive atmosphere
The lessons should be fun and informative at the same time. To enhance the chances of success, we also recommend that you create a conducive atmosphere. Creating a conducive atmosphere goes beyond setting rules and guidelines: it is about a certain attitude. Therefore, we would like to recommend some ground rules for you to keep in mind:

1. **Respect** – Give undivided attention to the person who has the floor.
2. **Confidentiality** – Whatever we share in this group will remain in this group.
3. **Openness** – We will be as open and honest as possible, but we will not disclose or discuss other people's (family, neighbours, friends) personal or private issues or lives. It is okay to discuss situations as general examples, but we will not use names or other identification. For example, we will not say, 'My older sister did…'
4. **Non-judgmental Approach** – We can disagree with other people's point of view or behaviour without judging them or putting them down.
5. **Sensitivity to Diversity** – We will remember that group members may differ in cultural background and/or sexual orientation. We will be careful about making insensitive or careless remarks.
6. **Right to Pass** – It is always okay to pass, to say 'I'd rather not do this activity' or 'I don't want to answer this question'.
7. **Anonymity** – It is okay to ask a question anonymously (using the suggestion or comment box), and the coordinator will respond to all questions.
8. **Acceptance** – It is okay to feel uncomfortable. Adults often feel uncomfortable too when they talk about sensitive and personal subjects, including HIV and sexuality.

Computers

Computers and family, life and HIV/AIDS education?

The advantages of combining the computer and family, life and HIV/AIDS education are:
- the medium makes new methods possible, where old behaviour codes can be re examined in a new light;
- the medium is attractive and useful for students;
- teachers are facilitated in dealing with sensitive topics that are generally hard to talk about, especially for teachers that are new to the field.

Creative computing

The program is computer-based, but more than that the students use the computer in a creative way. Students learn by doing and making. The computer level expected when starting is of 'absolute beginners'.

The basic-skills that are required when you start to work with this program are:
- Using a mouse and clicking with a mouse.
- Opening and saving a Word-document.
- Writing a text in Word and adding images
- Opening and working with a a Power-point document.

While working with the program you will learn to:
- Become comfortable working on the computer
- Make a poster using word art.
- Use power point templates

The role of the teacher in relation to the computer

The program for success needs an engaged teacher. They don't however need to be either an FLHE or IT expert, as both aspects are dealt with sufficiently in the guidelines and curriculum information. The program is designed to facilitate the teacher as much as possible. To make it easy for them to run the course, given their often busy schedules.

When you feel uncomfortable working with the computer, don't hesitate to let students help you. There are many young students that are not afraid of working on a computer and have experience with computers. There is no need to feel embarrassed about knowing less than your students on this field. All over the world young people are interested in computers and because they are not scared to work with them, they learn quickly.
You can ask if there are students that have computer skills and make one or two students your technical assistant.

When you have few or no computers

As the computers tend to be fewer than you might want, all exercises have a computer and a paper version. This facilitates a larger group of students, whereby some are working on the computer and some on paper. It also makes it possible to continue the lesson, even if the power fails. All activities, which necessitate the computer, should have an alternative version, which can be done on paper. This way you can do the program at three different technical levels:

- High-tech: All the student are working behind a computer (alone or in pairs) and the students all learn new computer skills.

- Low-tech: The students can't work on a computer themselves but are looking at the projector that projects the program. The students can do the exercises on paper while you project the assignment. And you can read the info cartoon with the whole classroom from the projector.

- No-tech: There is no computer available. The teacher works with the printed manual. The info cartoons can be copied for the students to read or should be passed around. All the exercises will be done on paper.

Peer educators at GPI center, Calabar, 2007

Teaching the participatory way

Alex Okwaput, Uganda

My name is Alex Okwaput, a Ugandan born male teacher. I teach at Bishop's Senior School Mukono, located 1 hour to the east of Uganda's capital Kampala. When I joined the teaching profession in the 80s I was to be a teacher of English Language and Literature, since then I have expanded my repertoire to being computer instructor and now a facilitator and country co-coordinator of a digital curriculum on sexual reproductive health and rights for young people between the age of 12 and 19.

Before going out to the field from college, I had interacted with a number learning theories that emphasized the need to be learner centered in approach so as to benefit the leaner. Most of the teachers around me whom I could call 'mentors' were not into this child centered thing, the best teacher then would be one would go to a class and unleash 'matter' with some very flowery and winding expressions. The learner's input in the process of learning would often be ignored.

In my work with young people I have discovered, painfully though, that for learning to take place in a fun way, the learners have to be part of the process of designing what they are to learn. This will make them not only experience the process but also work together to design their way forward. Many a time in a classroom, learners are forced to learn what and in a way they may not wish and this may engender loss of interest in the whole subject. I have also noticed that young people need to be let free to try out their dreams and creations as much as possible. The experience of creating something of their own accord without interference (from adults especially) helps bolster their self esteem and confidence which are critical in their lives.

I have worked with WSWM '**the World Starts With Me'**(a digital curriculum on sexual reproductive health and rights of young people) first as a teacher on orientation, a teacher trainee and then later a facilitator for the last 4 years. I have discovered that the teacher's roles have to change in experience learning I.e. from the pariah status of the all knowing expert to being a guide and facilitator, from being centered on the subject to being centered on a person. The methods are mainly participatory and the teacher instead of being an authoritative disciplinarian assumes the role of an encouraging mentor. This means that the teacher will need to be more patient when dealing with the learner. The teacher should then be able to use existing knowledge, attitudes and skills (which the learner has) as a beginning point, which can then be built upon by using activities, discussions, interactions and games. All in all, I have found that using participatory learning fun for both the teacher and the students as compared to the usual lecture methods.

My encouragement to the teacher who has not tried this is that it does not become perfect all of a sudden; change of behavior takes time and patience. Rome was not built in one day, but it was done. I am one of those who is ready to be counted as a beneficiary of participatory learning, not as a leaner, but as teacher. I am now very close to my learners because they trust me not to judge them before listening to them and you cannot believe it learning is fun both for me and the learners.

Alex Okwaput

Mukono – Uganda

May 16, 2008