

HANDBOOK

Non-formal Adult Education Facilitators



MODULE THREE

Preparing Lesson Plans

Overview

In this module we will learn how to plan a daily literacy or non-formal education programme suitable to the local situation. Many countries have a national core curriculum that defines the content of such a programme, but we need to adapt it to the local situation. Planning for adaptation and change is one of the major roles of a facilitator. While local curriculum is usually developed at the district centre level, specific lesson plans are developed by facilitators.

In this module, we provide the steps for preparing lesson plans based on the learning needs of learners and the core curriculum of the programme. If you do not know the learning needs of your learners, please read Module 2, “Identification of Learning Needs.”

Module 3 is divided into seven sections:

Section 1:	Why do we need lesson plans?	3
Section 2:	How can we decide learning topics from learning needs?	7
Section 3:	How can we determine learning objectives and content?	9
Section 4:	How can we adapt topics and content from a core curriculum?	11
Section 5:	How can we get the support of local resource persons?	13
Section 6:	What are possible learning activities and materials?	15
Section 7:	How can we prepare a lesson plan?	17



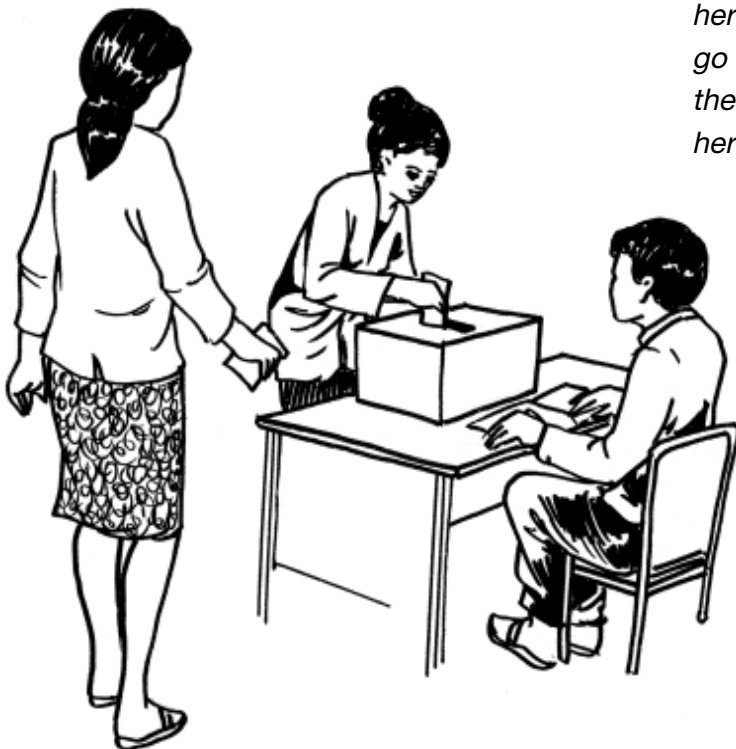
Section 1 : Why do we need lesson plans?

As a local election was about to take place, Mila talked about voting with her learners. She told them that if their ideas about the future of the community were to be considered they would have to vote for the candidates of their choice. However, her learners told her that they would not go to the polling centre at all. The next day she discussed this issue with them again. They told her that they did not know how to vote. They felt ashamed to go to the polling centre because others would see they didn't know how to vote. Mila worried about this. She thought, "What should I do?"

So what did Mila do?

Mila visited a local election officer and discussed with him the reasons for learners not voting. The officer provided her with some posters that explained the procedures for voting. She started preparing a plan for learning about how to vote.

First, she discussed with her learners the reasons for having elections. Then she invited the officer to use the posters to explain the whole process of voting. Learners asked many questions, such as "Who will count the votes?" and "If my mother is ill, can I cast her vote too?" The learners also did a simulated voting exercise. Mila found that many of her learners were no longer afraid to go to the polling centre. As a result, there were more votes recorded in her locality than ever before.



What can we learn from Mila?

Mila was able to provide for her learners' learning needs. She identified these needs as *the right to vote and the need to vote*. Then she planned her teaching to satisfy these learner needs. Here is the plan she prepared:

LESSON PLAN

Date and time: 10 August 2001 5pm - 6pm

Topic: Right to vote

Objectives: To understand the voting system
To be able to fill out a ballot

	Activities	Content	Duration
(1)	discussion	the coming local election	10 min.
(2)	guest speaker	voting process	15 min.
(3)	question & answer	voting process	15 min.
(4)	simulation	casting votes	20 min.

Resources:

Election officer as guest speaker
Poster on voting process from the election office
Ballots using a sample from the election office

Evaluation:

Next day, find out if learners are enthusiastic about voting.
After the election, ask learners how many voted.

A lesson plan helps her learners to achieve their learning objectives. In preparing the plan, Mila tried to find the answers to the following questions.

- Who can help me in the learning activities?
- What or who will be the resources?
- How long will it take to do the activities?
- What learning activities will be interesting?
- What materials do I use or need to prepare?
- How can I check if the learning objectives are achieved?

These issues are discussed in the following sections of this module.

Where else can we apply this learning?

A lesson plan is necessary to give us guidelines for conducting learning activities. However, it is only a plan and should be carried out in a flexible manner to allow for changes depending on the contributions from learners. They may come up with a better activity for their own learning! Using issues and information from our local context adds value to our learning.

A plan is prepared for each topic. A plan may be for a single session or for a series of them. If we keep records of our lesson plans and share with other facilitators, we will be able to learn from each other.





Activity

What do you think are the benefits of preparing lesson plans for your centre?

What do you think are the difficulties of preparing lesson plans for your centre?



Section 2 : How can we decide learning topics from learning needs?



Mila talked with the village committee about living conditions in the village. She heard that there were many serious issues, such as:

- *Some people have little education (only grade 4)*
- *Some areas have lost their forests.*
- *Some people have hookworms that make them unhealthy.*

Mila knows that there are many issues in the village that need to be solved, but she wants to select the ones that affect the majority of the learners and are solvable. She is hoping that she can organize learning around the main issue at her centre. She asks, "How can I decide on the appropriate learning topic?"

So what did Mila do?

Mila listed the community problems and learning needs on the blackboard. Then she and the learners tried to answer these questions for each identified problem:

- *Who and how many are affected by the problem?*
- *What are the causes of the problem?*
- *What are possible solutions?*
- *What will be the results of change?*
- *How long will the change process take?*

After the discussion, the learners prioritized their learning needs.

What can we learn from Mila?

Using the concept and techniques introduced in Module 2, we can identify learning needs. The list of learning needs may be long and we may have to select the topics of learning.

The criterion for selecting a learning topic is SMART.

S	=	Specific
M	=	Measurable
A	=	Achievable/attainable
R	=	Result-oriented
T	=	Time-bound

However, the group through discussion should be able to determine the criteria so that they can agree about what are the most important issues. A learning topic is not necessarily related to problem-solving all the time. Sometimes it can be about preparation for a village festival or other events.



Activity

What are some of your community's issues and learning needs?

Which ones do you think could be important learning topics?

Find out which ones your learners think are important learning topics



Section 3 : Who can we determine learning objectives and content?

Mila and her learners decided to learn about breast cancer. Recently the mother of one of the learners passed away because of this illness. She was not sure how to plan the lessons. She discussed this learning topic with her supervisor:

Mila: How can I design a lesson plan on breast cancer?

Supervisor: Let us decide first what the outcomes will be for learners

after completing the lessons. Do they know that they should regularly check their breasts?

Mila: I don't think so. The women were asking me how they can find out if they are in danger of getting breast cancer. There seems to be so many things to learn about it. Where can I start?

Supervisor: I'll help you prepare the content for the lessons.

Here is what Mila prepared with the support of her supervisor.

Topic: Breast cancer.

Objectives: (1) To understand about breast cancer.
(2) To be able to check for early signs of breast cancer.
(3) To be able to inform other girls and women about this technique.

Content: (1) About breast cancer
(2) How to check
(3) Check monthly
(4) If something is wrong, visit a doctor.



What does Mila learn?

She learns that in preparing a lesson plan, she should write **learning objectives** that specify what literacy skills the learners will be able to practice and what learning they will be able to apply in their daily lives.

The objectives can be identified in the areas of:

- New knowledge
- New skills
- Change of attitude
- Possible future actions

After identifying the learning objectives, she prepared and organized the **learning content**. Useful rules for sequencing the contents are:

- from easy to difficult
- from familiar to unfamiliar (known to unknown)
- from simple to complex

In preparing the content, it is best to do some research on the topic. Talk with local experts, read some materials and find out what our learners already know about the topic. We do not have to be a teacher for every topic. Remember that our best role is being a facilitator to help our learners learn from experts, activities and materials.



Activity

Prepare learning objectives and content for an income-generation topic that can be introduced in your centre.

Topic:

Objectives:

Content:



Section 4 : How can we adapt topics and content from a core curriculum?

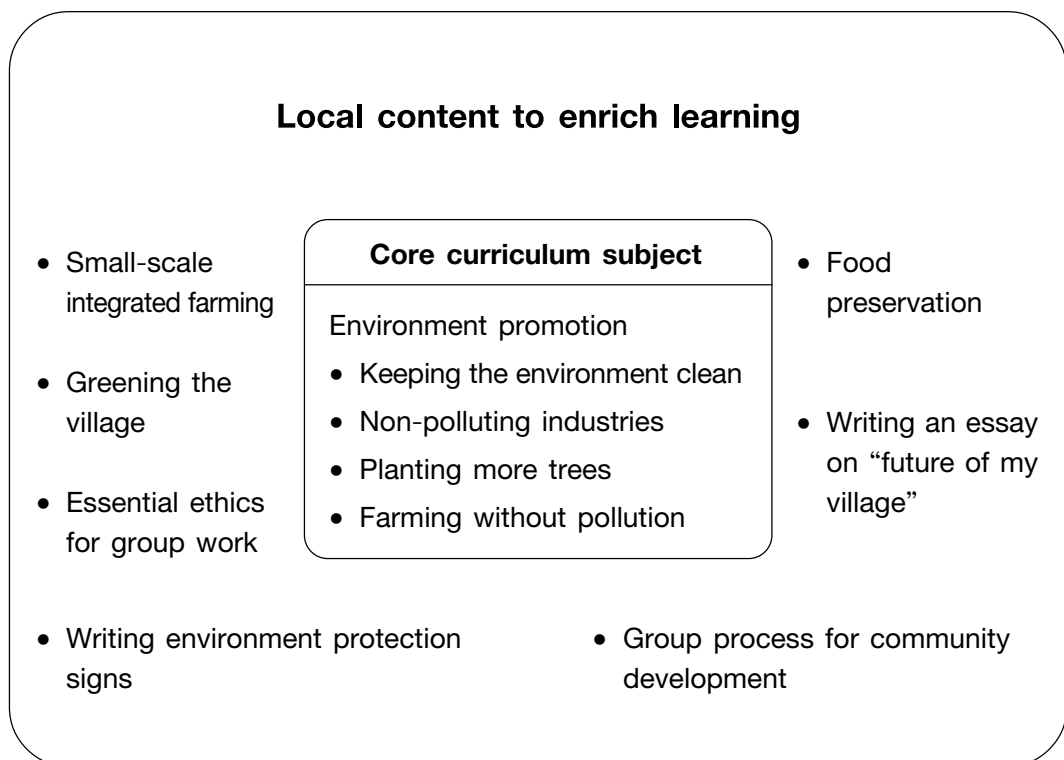
Mila confirms the village data she has collected with her learners. She analyzes the appropriate subjects in the core curriculum to see if they match local learning needs.

She notes the subjects that address her learners' needs. For each subject that does not relate to the local context, she substitutes a local learning topic. She examines carefully the content of a literacy programme and its application, and consults with her supervisor.

Here is a table she prepared for discussion with her supervisor.

Local Learning Topic: Our environment is becoming less productive.

Core Curriculum: Environment promotion



What does Mila learn?

She learns that it is not too difficult to develop a local topic and content for teaching and learning, because she can start with some topics or content from the core curriculum. She understands that to achieve the objectives of the non-formal education programme, functional content and literacy skills need to focus on the linkage between national needs and local needs.

From her training and experience, she knows that learning should encourage people to change themselves, their environment, or both. The content of learning should address the following concerns:

1. The real and immediate issues affecting adult learners and their community.
2. Required technical information or ways to obtain such information.
3. The shared experiences and ideas of the learners.
4. Each learner's participation, experience and solutions to the issues.



Activity

Write down the subjects/content in the core curriculum that may not be relevant and interesting for your learners.

With which local topics and contents can you expand the core curriculum?



Section 5 : How can we get the support of local resource persons?



A group of learners, a facilitator and local people are discussing community issues.

Mohan has just finished collecting village data about income-generation activities, but he does not know which skills are good for his learners. Nor does he know the skills and knowledge for teaching ways to generate new income. “What should I do?” he asks himself. He decides to visit Siti, a facilitator in a neighbouring village, and ask her for ideas.

Mohan: What should I do, Siti?

Siti: Don’t think alone. I think you should have some people involved in identifying the right vocational skills.

Mohan: Who are they?

Siti: Well, you should discuss the issue with the local resource people, village chiefs, district officials, local people and learners.

Mohan: Oh! I see. But how do I get them involved?

Siti: You might go to see them and ask for their assistance, inviting them to a meeting. They not only help identify the topic, they can also be involved in the learning process and evaluation of the project.

What does Mohan learn?

Mohan learns that there are many people in the village who can give advice on the content of a learning topic and in teaching this topic. These include the following people:

- Local resource persons, namely those who are experts and have experience in different fields such as traditional herbal medicine, various occupations and religious practices.
- Local leaders and people, including any people who want to participate in the learning activities, such as retired officials and teachers. Local leaders are those who are key persons both officially and unofficially.
- The learners themselves.
- The facilitator, who can also use her or his own experience.

Mohan also learns how to get these people involved through the following approaches:

- Convincing them that their participation is very important
- Pointing out that the contents of learning can help them solve their problems effectively
- Requiring their participation for only a short time, with simple tasks to do
- Helping them to decide what they would like to learn
- Stimulating learners to claim ownership of the work
- Encouraging voluntary participation

Mohan has to remind himself that active participation among learners, local people and the facilitator is needed for successful teaching-learning activities at the centre.



Activity

Who are the local resource people in your community? What topics can they teach?

Name _____ Topic _____

Name _____ Topic _____

Name _____ Topic _____

Name _____ Topic _____



Section 6 : What are possible learning activities and materials?



Chai

Chai, a facilitator, developed a local curriculum on food preservation. In this village, there were more ripe bananas than were able to sell in the market. The facilitator discussed with villagers what they should do with the excess bananas. Finally, they came up with the idea of making fried banana chips. Asking themselves the following questions, the facilitator and the villagers developed a local curriculum on banana chip making.

What do the people need to know in order to make banana chips? When should they pick the bananas? How do they preserve them hygienically? How long does the fruit need to fry? How do they package and market the final product? Who will be the resource person? Where can they study, and how long will it take? How can the teacher evaluate the activities?

Siti

Siti, another facilitator, went to her class and started a discussion by asking her learners about their daily lives. One of her learners, who had three daughters, told the class that she did not get vaccinations for her daughters because she did not know what they were for. Siti then understood that her learners were not aware of basic health care practices. She collected books and information about health, and posters about vaccinations. She helped them understand issues relating to these materials, and at the same time, she went to their homes to make them aware of the issues. Once a week they took classes on health care topics, changing their curriculum as required.



What do Chai and Siti learn?

We can be creative in planning the activities and materials for teaching and learning.

Some of the common learning activities are:

- Group discussion/brainstorming
- Role play/simulation
- Games/quizzes

Please see Module 4, “Participatory Learning,” for more ideas of activities.

Common materials or learning aids are:

- Printed materials
- Materials prepared by learners
- Real-life objects

Please see Module 5, “Using Learning Aids,” for more examples.

Activities and materials should:

- Relate directly to the learning objectives.
- Allow for learners and facilitator to modify them if needed.
- Motivate learners to want to learn more.
- Mobilize learners to take action to improve their lives.

We as facilitators also need to keep in mind the literacy levels of our learners.



Activity

Make a list of learning activities that you already know.

Make a list of types of materials you have used.

Keep adding to this list and refer to it when you prepare your lesson plans.



Section 7 : How can we prepare a lesson plan?



In this final section, we bring together everything we have learned so far in this module. We now come to the final step of preparing a lesson plan for immediate use in a descriptive or table form as follows.

Community Problem

A snake bit one of the learner's sons when he was defecating in the bush, as there was no toilet available at home.

Learning Topic

Toilet construction and hygiene

Learning Objectives

After the lesson, learners should:

- know how to construct a toilet
- know how to use the toilet in a proper way
- be able to help build a toilet in the village
- read and write a few sentences about the benefit of toilets
- calculate the budget for constructing a toilet

Literacy Content

- (1) the need for toilets
- (2) the hygiene of toilet use
- (3) how to build a toilet
- (4) how to use a toilet
- (5) basic vocabulary related to toilet use and hygiene
- (6) calculating the costs of building a toilet

Teaching-learning Activities

1. Discuss with learners.
2. Invite the village health worker to explain posters and present a videotape.
3. Mobilize community leaders, local people and learners to construct a toilet near the centre.
4. Ask the village health worker to demonstrate how to use the toilet.
5. Have the learners discuss the benefits of using the toilet.
6. Have the learners read and write a few sentences relating to the topics they discussed.
7. Assess outcomes by observing the learners' behaviour and evaluating their literacy skills.

Learning aids: poster, videotape

Assessment/evaluation: observation and literacy skills test

What have we learned?

From the previous example, we have learned that a lesson plan is a guideline for us to conduct activities in accordance with local needs. It consists of the following elements:

1. Topic

The topic should be specific to the issues and needs being studied.

Examples include:

- *how to protect ourselves from disease*
- *the criteria for choosing our representatives in the coming local election*
- *how to protect our rice fields from grasshoppers*
- *the dangers of drug addiction*

2. Learning objectives

Objectives should be written so that they are clearly understood and observable.

For example:

- *To identify the possible causes of illness among children*
- *To put into effect measures to protect our children from catching colds*

3. Scope of content

Scope of content refers to the ways in which the topic can be related to literacy concerns, or to other topics or subjects. For example:

Topic: How to protect our rice fields from grasshoppers

Scope of content: Words and sentences related to the topic and the learners' literacy skill levels.

4. Teaching-learning activities

These are the activities that the learners undertake (often with the facilitator) in order to achieve their learning objectives. These activities may include passive observation or listening (demonstration, videotape, lecture) but should also as much as possible involve active discussion and doing things (for example, making an action plan to achieve certain objectives). There should also be some activities that help to reinforce the literacy skills of learners and to help them understand the topic more clearly at the same time.

5. Evaluation

In designing lesson plans, the facilitator should work out some evaluation criteria for assessing learning outcomes. Tools for evaluation may include tests, observation sheets, group discussion guidelines, portfolios or oral reports. Please see Module 6 for more information.



Activity

Prepare a lesson plan for your next lesson. After the lesson, write down the good ideas to keep and changes required if you are to organize another lesson on the same topic. Keep this record for all your lessons and share with other facilitators and your supervisor.

Concluding Remarks

What are the main lessons for you in this module?

Did you follow the steps in this module to prepare your lessons?

If you have not done so before, do you think the steps introduced in this module will be useful for you?

Preparing lesson plans is not an issue for a single facilitator, but should be discussed with other facilitators at neighbouring learning centres. We can also discuss with our supervisors or other resource people to explore how our programmes can better meet local needs and situations.

