

GUIDE FOR PILOTING THE WORKBOOKS

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I. INTRODUCTION

The UNESCO Caribbean Office has commissioned both the writing and the printing of three workbooks, namely:

- i. *Understanding HIV/AIDS and Drug Abuse*
- ii. *We Can Stop Violence*
- iii. *Help for Anxious People*

The workbooks have been designed to give key information on the subjects listed above. Each workbook is divided into six chapters, and each chapter serves as a lesson. In each lesson there is an important life skills activity.

The workbooks are based on the assumption that community-wide change is best achieved through a personal commitment to change from young people. The lessons in the workbooks are therefore designed to challenge young people's attitudes and behaviour to themselves and to others.

The empowerment of the individual in taking responsibility for his or her own actions is particularly stressed in the workbooks. The young persons will be encouraged to reflect deeply on their attitudes toward sex, drugs, violence and anxiety. They will be encouraged to share their hopes and fears and to suggest alternative options to negative behaviours being practiced in their societies.

II. WHY DO A PILOT STUDY?

The workbooks, henceforth referred to as the 'training programme', should be piloted.

A pilot study is a preliminary trial of research which is essential to the development of an extensive training programme. In a pilot study the entire training programme is carried out but with fewer participants that would be used for an extensive training programme.

In addition to achieving all the objectives of the usual tryout, such as improving data-collecting routines, and checking the appropriateness of standard measures, the pilot study provides additional knowledge that leads to an improved training programme. The pilot study greatly reduces the number of treatment errors because unforeseen problems revealed in the study may be overcome in redesigning the workbooks or the training programme itself.

III. AIMS OF THE PILOT STUDY

There are in effect three aims of the pilot:

- To study the learning achieved by participants during and after training.
- to study whether the implementation of the learning programme for the three workbooks achieved its objectives as planned.
- to study the factors and conditions affecting the performance success of the pilot schools.

IV. STEPS FOR PILOTING

The following steps for piloting are recommended:

1. Secure support for the pilot from those who have a stake in the results of the evaluation
Secure the support at least two (2) months before the pilot is to take place.
2. Identify the individuals to be involved in planning and overseeing the evaluation process
Ensure that these individuals are trained and experienced in planning and administration.

3. Define precisely the purpose of the evaluation and how the results will be used
Ensure that at least one life skills professional is on the team.
4. Specify what will be judged and formulate the evaluation questions
Consult with a trained Evaluation Expert in the field of education for 4-6.
5. Determine who will supply the needed evidence
6. Specify the evaluation approach to be used
7. Determine the data collection techniques to be used and when the data will be collected
For 7-9. See Appendix A.
8. Specify the analysis procedures to be used
9. Specify what criteria will be used to make judgments about the programme or what process will be used to determine the criteria
10. Determine the specific timeline and the budget needed to conduct the evaluation
In too many cases, the expenditure for the pilot has not been assessed properly, and this of course compromises the effectiveness of the pilot.
11. Complete the evaluation, formulate recommendations, and prepare and present an evaluation report
12. Respond to the recommendations for changes.

V. SAMPLING

As previously mentioned, pilot studies are carried out with fewer subjects than will be employed in the main study. However, there is no easy answer to the question of what the size of sample should be. Factors which influence the size of the sample will include:

- The number of books available to you
- Size of the total population
- Number and nature of sub-groups within the total population
- Geographical distribution of total population
- Level of accuracy required
- Constraints affecting the investigation such as time, staff available, resources, budget, administrative support, etc.

You may wish to sample using all or most of the books that you have received from UNESCO. No class should contain more than fifteen students: the nature of this training programme requires much attention to be given to each student, especially in the context of the life skills training.

The Advantages of Sampling:

- Cost effective in terms of fewer interviews or questionnaires, fewer staff needed and less time required to collect and analyse data.
- Fewer subjects in the investigation mean that more time can be dedicated to in-depth study and to analysis of data.

The Disadvantages of Sampling:

- If the sample isn't chosen carefully the findings could be inaccurate or misleading.

- There is always the chance that some important information will be missed.

Random sampling and Stratified Sampling

Two methods of sampling that will be discussed here are random sampling and stratified sampling. Random sampling assumes that each individual has an equal chance of being selected as a member of the sample. The disadvantage of the random sampling method is that it is generally not representative of the population. Stratified sampling is usually regarded as the most proficient method for obtaining a sample which is representative of the population. It is therefore recommended that stratified sampling be used for this training programme.

The Main advantages of Stratified Sampling

- It ensures that all essential sub-groups and activities are included in the investigation.
- It saves time because it usually requires fewer people to study.
- It can be directed towards geographical location and availability of individuals.

The Disadvantages of Stratified Sampling

- The trainer or investigator must have a detailed knowledge of the activities and grouping of the total population.
- It could become complicated, especially if weighting is involved.

VI. METHODS AND STATISTICS REQUIRED FOR THE PILOT STUDY

The researcher has many options. This research method could be as simple as using interview guides, and the measurement techniques used could be as simple as using averages, simple percentages, and standard deviations. However, the researchers may wish to employ more sophisticated methods and analyses and may use Appendix A as a basic guide.

VII. ESSENTIAL QUALITIES OF THE INSTRUCTOR FOR THE LEARNING PROGRAMME

The instructor must be competent and should have a record of success before teaching the material contained in the workbooks.¹ The workbooks are not complete in and of themselves; therefore the teacher is expected to:

- Have much more information on the subject area than that which is contained in the workbook
- Be able to convey his or her knowledge clearly to students.
- Understand how knowledge in the particular subject field is created, organized, and linked to other disciplines.
- Be able to generate multiple paths to knowledge.
- Be a reflective practitioner, always seeking to improve his/her own teaching skills
- Be able to set a positive climate for learning;
- Clarify the objectives and content for learners;
- Make available learning resources;
- Balance cognitive and emotional components of learning; and,
- Complete weekly diaries containing reflections on their involvement in the teaching

¹See Appendix A for Guidelines for the Teacher (note that this is also included in each workbook)

A QUIZ FOR THE TEACHERS

Teachers of the training programme should be able to answer **YES** for all fourteen questions below:

1. Years of experience in participatory adult learning techniques
2. Fluency in both English and the dialect
3. Training in participatory needs and evaluation techniques
4. The trust and respect of a wide variety of people (old, youth, male female, rich, poor)
5. An ability to discuss sexual matters in public, with a frank, unembarrassed and sensitive approach
6. An ability to relate well to people in an understanding, non-judgmental manner
7. Sound knowledge of basic facts of HIV transmission and prevalence or conflict management/negotiation or stress management
8. An ability to use humour appropriately
9. An ability and willingness to be openly self-critical, to be able to say “I don’t know’ and ‘I’m sorry’ and to acknowledge and learn from your mistakes
10. An understanding of and full respect for confidentiality
11. Time to prepare and run the workshops
12. Time to evaluate the work shops
13. Worked with low-literacy audiences
14. Aware when you need more information to conduct a seminar effectively

TABLE 1: STANDARDS THAT SHOULD BE MET BY EACH TEACHER OF THE TRAINING PROGRAMME

This table provides good example of teacher actions which meet the standard for the training programme, and those which are below the standard.

Meets standard	Below standard
displays extensive content knowledge; continues to pursue such knowledge through courses, workshops, reading; discusses with colleagues how to better convey content meaning to students	gives incorrect or insufficient information; does not correct student content errors.
Provides clear explanations; encourages students to formulate their own explanations using a variety of strategies	explanations are limited or vague, students have limited opportunities to express ideas and explanations
students respond to a variety of challenging questions with evidence and justification for their responses; students develop and pursue challenging questions	students respond to low level/recall questions
learning activities are highly relevant to instructional goals; lesson's or unit's structure is well defined and reflective of overarching curriculum goals	there is little or no relationship between learning activities and important instructional goals
models how to use and organize ideas from multiple sources of information about a subject, e.g., thinking aloud, using visual representation, physical models, etc.	provides limited modeling of strategies for organizing information
students use organizational schemes such as graphic organizers or other strategies to link ideas and develop understanding	little or no evidence of student use of organizational schemes or other strategies to link ideas and develop understanding
encourages student inquiries and responds clearly with appropriate depth and breadth	does not respond to or clarify students' basic content questions
classroom activities allow students to form links between prior understanding and new knowledge; anticipates students' misconceptions; questioning establishes extent to which students have mastered prerequisite content and lesson is modified accordingly	limited or no attempt to find out what students know or where student misconceptions exist
checks for student understanding in a variety of ways and	limited or no attempt to check on student

modifies instruction to meet student needs; provides opportunities for students to summarize/reflect on what they have learned, articulate why it is important, and extend their thinking	understanding; does not have students summarize or reflect on what they have learned
classroom atmosphere encourages students to explore a variety of solutions to problems; students demonstrate their understanding in a variety of ways, e.g., oral or written justification; charts, diagrams projects, etc.; students supply evidence from prior learning in their justifications	few opportunities for students to demonstrate their understanding; teacher questioning/responses to student answers suggest there is only one right answer or method of solving problems
lessons incorporate a variety of instructional materials (including technology) that build on multiple learning modalities, e.g., visual, auditory, tactile, etc.; classroom rich in space, resources, and opportunities for exploration	lessons incorporate a limited repertoire of instructional materials
provides learning activities that relate to daily life and are relevant to students; works with colleagues to develop interdisciplinary lessons or link learning to real-life applications	content is taught in isolation
uses latest research on students' developmental stages of learning and how students think and learn in planning instruction for individuals and the group; matches classroom instruction to student learning needs	instruction does not match students' developmental stages of learning or show evidence of application of latest research on thinking skills
lesson design provides for differentiation to meet the varying learning needs of individual students or groups	lesson design does not provide for differentiation
students are able to complete class work competently	students cannot complete work; are confused about major tasks
students are regrouped for instruction; students work on activities tailored to their developmental and learning needs Amended from: www.ascu.k12.vt	students not regrouped for instruction; all students work on the same tasks; instruction is primarily whole class

VIII. USING EXPERIENTIAL LEARNING TECHNIQUES

It is strongly recommended that the teachers use experiential techniques for this training programme.

'Experiential learning' applies to any kind of learning which uses experience as a learning tool. Experiential learning refers to a structured learning sequence which is guided by a cyclical model of experiential learning.

Experiential Learning Principles

1. Significant learning takes place when the subject matter is relevant to the personal interests of the student;
2. Learning which is threatening to the self (e.g., new attitudes or perspectives) is more easily assimilated when external threats are at a minimum;
3. Self-initiated learning is the most lasting and pervasive.
4. Activities should be stimulating, and should incorporate problem solving and reflection.

The Qualities of Experiential Learning:

- There is personal involvement
- The process is often learner-initiated
- The learning is evaluated by both learner and teacher
- It is based upon presentation and confrontation with practical, social, and personal problems
- Self-evaluation is a critical method to assess progress or success

To ensure that experiential learning takes place, one should ensure that teachers are trained in the following:

- *Focus.* Focus defines the subject of the learning programme or segment and prepares the student for meeting the learning experiences that are to follow. Good focusing is sufficiently specific to orient the learner, but not so tightly specific as to rule out unplanned learning.
- *Support and feedback.* The teacher maintains close proximity to the learners during the programme to facilitate questioning and to clarify the learning material. Support includes showing interest in the learner's individual situation and to let him or her know that help is available when needed. This includes communicating with the learner with respect to how he or she works with the team, and his individual level of work. This level of support helps the learner to continue to try.
- *Debriefing.* Debriefing is the teacher's opportunity to ensure that the learner's input do not go unquestioned, unintegrated or unappreciated.

Experiential Learning Cycles

The teachers should learn how to plan the training programme. Learning cycles facilitate the planning exercise.

An 'experiential learning cycle' is a means of representing sequences in experiential learning. It is often assumed that the stages of a 'learning cycle' are managed by a facilitator, but they can also be self-managed or even 'unmanaged' in the sense that learning from experience is a normal everyday process for most people. See Figure 1 on the following page.

Figure 1 – Three sets of cycles for Experiential Learning



We see that the teacher could plan each major learning activity using three stages. The first stage is ‘do-plan-review’. and the the implementation cycle is ‘do-apply-review’. The training itself should incorporate experience-learning-reflection. Because reflection is such an integral part of the training, the training should not be rushed. It is unlikely that students will modify their behaviours if they are not given adequate time to reflect on their present behaviours. If learners reflect in some way on their experience, then it can be said that they are following the experiential learning cycle

The models in Figure 1 serve as general guides only. It may not always be appropriate to apply a 3-or-more-stage cycle and review every single experience to the extent that learning can be 'applied' to the next activity.

IX. QUESTIONING FOR EXPERIENTIAL LEARNING

Though the skill of questioning was mentioned under the Section ‘Essential Qualities of the Instructor for the Learning Programme’ , the skill is so important for this kind of teaching that it needs to be discussed further.

Questioning is an integral part of assessment. Assessment concerns itself with the learning experience as it relates to the thought and work processes behind it. Assessment gives learners the opportunity to reflect on what they have learned, what more they would like to learn, and how they will apply what they have learned, It allows the teachers to assess what could be done differently next time, and to celebrate what the learners have accomplished.

The training programme will not be effective unless effective questions are asked.

During the training programme the teacher should ask:

- What the audience members already know
- What misinformation they have
- Why they behave the way they do
- How comfortable they feel discussing a topic
- What they want to know
- What they need to know
- How they want to be informed
- What they believe and why

Recall and Comprehension Questions That May Be Asked

Workbook 1: UNDERSTANDING HIV/AIDS AND DRUG ABUSE

Chapter 1 - How You Can and Cannot Get HIV/AIDS

1. What is HIV/AIDS?
2. What causes HIV/AIDS?

3. How can you become infected?
4. List ways in which you do not become infected?
5. How do you put on a condom?
6. How do you talk to your partner about condoms?
7. What are common misconceptions about HIV/AIDS

Chapter 2 - Reducing the Risk of Getting HIV/AIDS

1. What are the ways to reduce risk?
2. Why is testing for pregnant women important?
3. How do you talk to your family about HIV/AIDS and other important matters
4. What are the physical and emotional disadvantages of not knowing
5. How does sex affect your body?
6. What is the relationship between HIV and other sexually transmitted infections

Chapter 3 - Being HIV Positive

1. Why is taking an HIV test important?
2. What are the first things to do if you are HIV-positive?
3. What are some questions to ask your doctor?
4. Why should Persons with HIV/AIDS not be discriminated against?
5. How can you be a good friend to a person with HIV/AIDS

Chapter 4 - Introduction to Drug Abuse

1. Define drug addiction/drug abuse
2. What are problems resulting from drug abuse?
3. Why do some people become drug-abusers and others not?
4. Do men take drugs more than women do?
5. How can you walk away from drugs?

Chapter 5 - Cocaine and Ganja

1. What is cocaine?
2. What are physical dangers of long term use of cocaine?
3. What is ganja?
4. Why do young people use ganja?
5. What are the long term effects of smoking ganja regularly?
6. Does ganja lead to the use of other drugs?
7. How do you talk to a child about drugs?

Chapter 6 – Tobacco and Alcohol

1. What are the dangers of smoking tobacco?
2. What is alcoholism?
3. What are the dangers of alcoholism?
4. What are the safe levels of drinking?

Workbook 2: WE CAN STOP VIOLENCE

Chapter 1 - We Can Stop Violence by Being Peaceful

1. What is violence?
2. What causes violence?
3. Why is violence expensive?
4. How can we stop verbal violence?
5. What are trigger words?
6. What is peaceful and friendly communication?

Chapter 2 - Managing Conflicts

1. What is a conflict?
2. What are the causes of conflict?
3. Why should we manage conflict?
4. How can we manage conflicts?

Chapter 3 - Managing Your Anger

1. What is anger?
2. What are anger triggers?
3. What are three basic ways to manage anger?
4. How do you know when you need help?

Chapter 4 - Stopping Domestic Violence

1. What is domestic violence?
2. What is physical, sexual and verbal abuse?
3. Why do people abuse?
4. Why does domestic violence rarely just 'go away'?
5. Describe a problem-solving strategy that could be used in the home?
6. How do you get help if you are abused?

Chapter 5 - Stopping Bullying

1. What is bullying?
2. Why do people bully?
3. How do you know if someone is being bullied?
4. How do you speak to a person who has been bullied?
5. What do you do if you are being bullied?

Chapter 6 - Talking to Your Children About Violence

1. Why is good parenting important?
2. How do you teach your child confidence?
3. Why is watching violent television not good for children?
4. Give an example of communicating limits to a child.

Workbook 3: HELP FOR ANXIOUS PEOPLE

Chapter 1 - Understanding Anxiety

1. What is anxiety?
2. Describe the ASSESS- PLAN- ACT (APA) technique.

Chapter 2 - Anxiety in Men and Women

1. What are at least three sexual myths?
2. Describe at least three ways to enjoy a better relationship with your partner or friend

Chapter 3 - Guilt and Remorse

1. What is guilt?
2. What is remorse?
3. What are at least two questions to consider if you are feeling guilty?
4. How would you make amends, if at all?

Chapter 4 - The Anxious Child

1. Why do children become anxious?
2. How can you help an anxious child?
3. How can you help an anxious teenager?

Chapter 5 - How to Get Help

1. When should you see a doctor if you are feeling anxious?
2. How would you help an anxious friend?

Chapter 6 - How a Positive Attitude Will Help You

1. What can one do to help control negative thoughts?
2. Give at least one example of a person who turned adversity around.

Higher Level Questions

In addition to recall and comprehension questions, the teacher or researcher may ask higher level questions. Table 2 on the following page gives examples of recall and comprehension questions, in addition to higher order questions.

TABLE 2: LEVELS OF QUESTIONS

Level of question	Description	Examples
Recall questions (lower order)	Reminders (often of facts)	What is the definition of AIDS?
Comprehension questions (lower order)	'Describe', 'compare', 'contrast', 'explain' are words associated with comprehension.	Describe the problems faced by drug addicts.
Application questions	Follow on from comprehension and are to do with applying rules and techniques to solve problems. Generally convergent in nature rather than divergent, requiring particular, exact answers.	Having learnt that a condom must be put on in a specific way, put a condom on this model.
Analysis questions	Identify causes and reasons, making inferences and deductions, or drawing out conclusions.	How can we prevent hostility towards those who suffer from HIV/AIDS?
Synthesis questions	Involve problem-solving, predicting and making creative leaps.	How should your community respond to a programme which addresses anxiety management?
Evaluation questions	Require learners to make informed judgements, decide between options and put forward balanced opinions.	What kinds of programmes would prevent violence?

X. EVALUATION

Evaluation determines the value of the curriculum product (do the teachers and the learners like it?) and whether it produced the results desired (reliability).

Evaluation includes making decisions about what needs to be done next or how things could have been done differently.

Evaluation addresses the relevance and accuracy of the content to the learner, the organization of the content, the relevance of experiential activities, and may even assess the competence of the teacher. Though all these are common to curriculum developers, some curriculum developers will place greater emphasis on some aspects than others.

Figure 11. Criteria Used to Evaluate the Workshops:

<p>Content</p> <p><i>Is it</i></p> <ul style="list-style-type: none">— valid?— learnable?— interesting for the learner?— accurate?— addressed in a significant way?— feasible to teach in a meaningful way?— logically arranged? <p>Life Skills Development</p> <ul style="list-style-type: none">• Can the life skills be learned?• Is the learning of life skills properly facilitated?• Are equal emphases placed on the learning of content skills and the learning of life skills?• Do the life skills facilitate the learning of content?• Are the life skills <ul style="list-style-type: none">— appropriate to the activity?— appropriate for the learner? — applied to the content in a meaningful way?— engaging to the learner?— appropriate for the age and skill level of the interesting for the learner?— feasible to conduct?

Assessment

- Does each chapter in the workbook have an adequate type of post-unit assessment component?
- Is it appropriate for the type of learning that has taken place?
- Does it enhance the self esteem of the learner?
- Does it bring a sense of closure to the unit?
- Does it allow the teacher to reflect on his/her role in the teaching process?

Transfer

Have the skills been transferred into 'real life' situations?

XI. POST-PILOT GUIDELINES

If the evaluation of the pilot study has shown that the workbooks require amendment, then UNESCO may be consulted so that either (a) the workbooks may be amended or (b) teachers introduce other material to supplement the training programme.

If the pilot was found successful, then it is recommended that the workbooks be made available to a wide number of young persons in your country.

APPENDIX A ‘STATISTICAL STEPS’

1. LEVELS OF MEASUREMENT, VALIDITY AND RELIABILITY

- Levels of Measurement
- Validity and Reliability
- Validity Estimates
- Reliability Estimates

2. REVIEW THE RELATED INFORMATION

- List the Variables, Population and Theories
- Determine Sources of Desired Information
- Determine the Location of the Information
- Determine How to Retrieve the Information
- Conduct the Review of Information Available
- Read the Literature
- Record the Information
- Synthesize the Information and Determine the Next Steps

3. DETERMINE THE SAMPLING METHOD AND PROCEDURES

- Define the Population
- Determine the Sampling Unit
- Determine the Sampling Frame
- Determine the Sampling Method
- Random Sampling Methods
- Nonrandom Sampling Methods
- Cluster Sampling
- Concepts Related to Sample Size
- Determine the Sample Size
- List the Sampling Procedures

4. SELECT THE RESEARCH DESIGN

- Selecting the Type of Research Design
- Experimental Design
- Control Mechanisms
- Internal and External Validity of Experimental Designs
- True Experimental Designs
- Extensions of True Experimental Designs
- Quasi-Experimental Designs
- Nonexperimental Designs
- Historical Designs

5. DETERMINE THE DATA COLLECTION METHODS

- Types of Data Collection Methods
- The Interviewing Method
- Instrument Administration
- Observation
- Examination of Documents, Materials or Artifacts
- Unobtrusive Measures

6. DETERMINE THE INSTRUMENTS TO MEASURE THE VARIABLES

- Instruments
- Select or Design an Instrument
- Selecting an Existing Instrument
- Designing an Instrument
- General Categories of Instruments
- Performance Measures
- Measures of Attitudes, Opinions, Beliefs and Values
- Measures of Interests, Intelligence and Personality
- Demographic Measures

7. DESIGNING QUESTIONNAIRES OR INTERVIEW SCHEDULES

- Reminders
- List the Variables
- Consider Demographic Variables
- Specify the Characteristics of the Respondents
- Select Mail, Telephone or Personal Approach
- Increasing Response Rates of Mailed Questionnaires
- Determine the Amount of Structure
- Determine the Response Format
- Multiple Choice Responses
- Dichotomous Response Format
- Open-Ended Response Format
- Write the Items
- Check the Items for Invalidating Factors
- Write the Introduction and Ending
- Determine Placement of the Items
- Complete the Questionnaire Preparation
- Train the Questionnaire Administrator or Interviewer
- Conduct a Pilot Test

8. SELECT THE STATISTICAL TEST

9. DATA HANDLING AND REDUCTION

- Preparation for Data Handling

- Plan for Editing the Data
- Plan for Data Reduction and Summaries
- Frequency Distributions
- Measures of Central Tendency
- Measures of Variability
- Contingency Tables and Cross Tabulations
- Using a Computer

10. CONDUCT THE PILOT STUDY AND COMPLETE THE PROPOSAL

- Conduct the Pilot Study
- How to Conduct a Pilot Study
- Complete the Proposal
- Submit the Proposal to the Sponsor

11. CONDUCT THE RESEARCH AND WRITE THE REPORT

- Conduct the Research
- Write the Research Report
- Sections Which are Included in Most Research Reports
- Suggestions for Writing the Report
- Graphs and Charts
- Presentation of the Report

APPENDIX B: GUIDELINES FOR THE INSTRUCTOR

Prerequisites

Before you teach your group about the prevention of HIV/AIDS, drug abuse and violence or anxiety control, you should know more than your students – and more than what is contained in this book! Therefore your qualifications and experience will be very important.

Your Qualifications/Experience

You should have taught adults successfully for more than two years.

You should have a certificate/diploma in Social Work or be a trained counsellor

Ideally, you should have a degree or diploma or certificate in Training Principles and Practices, or any similar course, which has covered *Programme Planning* and *Programme Delivery*.

Remember that when teaching adults you should.....

1. Establish a comfortable atmosphere with minimal distractions
2. Speak slowly and clearly and avoid technical terms
3. make instruction relevant to the learner by using examples specific to the experience
4. praise the individual's/group's progress toward the learning goal
5. provide feedback to the learner to encourage self-evaluation
6. remember that the teaching and learning process is the *mutual* responsibility of the instructor and learner.
7. speak to each and every adult with respect

Some of the material contained in this book is very sensitive. *Do not force anyone to take part in any activity which they find very embarrassing.*

Chapter Organization

You will notice that each chapter is divided into six sections. These sections are:

1. Objectives
2. A Story
3. Information Section
4. Lifeskills Activity
5. Lifeskills Corner
6. Evaluation Page

PLANNING YOUR TIME

The chapters can last either 2 or 3 hours. The time to be devoted to each chapter will depend on the time that you have available and the group's level of understanding. Here are some suggestions before you make your chapter plan.

Objectives

If you want to include an ice-breaking exercise, make it no more than 10 minutes.

Briefly introduce the topic to the learners. Explain why the topic is important. For example, if you are using Workbook 2, you could say: *we all know that violence is a big problem in some Caribbean countries. Do you know that almost all of the violence could be avoided? It is the job of all of us to help to stop violence. We want to live in a peaceful society – and we want our children to live in a peaceful society.*

An example for Workbook 3 is: *we're going to talk about anger now. All of us get angry sometimes. Most of us do and say things when we are angry that we're ashamed of afterwards. The thing is how to manage anger instead of anger managing us. And we can all do it.*

Before each chapter, encourage your learners to ask questions. Inform them that if you do not know the answer, you will research the question, and get back to them another time.

Then read the objectives aloud to the students, and explain the objectives. You will observe that there is more material in each chapter than that which covers the objectives. That is to ensure that a few key points are remembered very well. However, you may of course elect to develop some of your own objectives. .

This exercise should take no more than 15 minutes.

Time: 10 – 15 minutes

Story

You will note that much of the conversation in the stories is not in Standard English. This is to make the discussion in the story more realistic to the learners, since relatively few persons in the Caribbean always converse using Standard English.

Then you may do the following:

1. Read the story out loud for everyone (5 minutes)
2. Ask the learners to be actors so that the story can be dramatized (10 minutes)
3. Ask the questions given for the story (10-15 minutes).
4. Explain that some of the conversations are not in Standard English

Time: 30 minutes

OPTIONAL - Ask the group to share similar experiences

If you include the OPTIONAL Section, this exercise will take 40 minutes.

Information Section

1. Go through the information section step by step. Ask questions after each section to assure learner understanding.
2. Also ask the learners to share what they know about the particular topic.

Time: 1 hour to 1 hour 10 minutes, depending on the group's level of understanding

Lifeskills Activities and Corners

Lifeskills Activities

You will note that the lifeskills activities are not included in the chapter objectives. This is because the students would require special and often individual tutorials in order to be competent in the lifeskills activities described in this workbook. The lifeskills activities are only meant to give the *basics* of the particular lifeskill.

All lifeskills activities will take twenty minutes to half an hour. Ensure that at least five persons get the opportunity to participate in each lifeskills activity. Ensure that each member of the group gets the opportunity to perform the role play in one of the lifeskills activities.

Special materials are only required for Chapter 1 in Workbook 1. For Chapter 1, you should obtain a plastic or wooden object in the shape of a penis so that the learners can practice putting a condom properly on the object.

After the lifeskills activity, ask the group to share with you and each other what they have learned, and what they intend to do or change in their lives as a result of the lifeskills activity.

Time: 20 to 30 minutes

Lifeskills Corner

This section gives guidelines to the Lifeskills activity. However, it is not designed to cover *all* of the possible answers.

Time: 10 to 20 minutes

Evaluation Section

Ask the learners to get into groups of three to perform this exercise. Then read the objectives of the chapter to them. Ask them if the objectives were achieved. If they feel that they have not achieved all of the objectives, go over any point that they wish to discuss.

Time: 10-15 minutes

At the end of the programme you should ask the learners:

1. How would you describe the length of the course?

- . Too slow
- . About right
- . Too long

2. How clear and understandable was the teaching?

- Very clear and understandable
- Clear and understandable
- Not clear and understandable

3. How useful was the course in helping you learn about HIV/AIDS?

- Very useful
- Useful
- Not useful

4. How useful was the course in helping you learn about drug prevention?

- Very useful
- Useful
- Not useful

5. How enjoyable was the course?

- Very enjoyable
- Enjoyable
- Not enjoyable

Planning Your Time – A Recap

Section	Least Time	Most Time
	Minutes	
Objectives	10	15
Story	30	40
Information Section	40	60
Lifeskills Activity	20	30
Lifeskills Corner	10	20
Evaluation Section	10	15
	<hr/>	
	120	180

Remember this is serious stuff but also put a little fun in it. Learning can be fun

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