

TOOL 6 Pedagogical Approaches and Teaching Methods

Life Skills Education

Tool 6 focuses on what are considered the most appropriate pedagogical approaches for teaching and learning about issues related to HIV & AIDS and sexual & reproductive health. The goal of this kind of education is to enable learners to become HIV and AIDS competent. This means, to be able to use relevant skills and knowledge to show solidarity and adopt protective behaviours that promote: ones wellbeing, the wellbeing of others as well as positive social relationships.

The focus is on the development of learners' skills. The expression 'life skills education' is used here as a general term referring to the pedagogy considered the most appropriate for HIV and AIDS education. Life skills education is conceptualised and composed of a range of pedagogies based on the application and resolution of problems in real life and contextualised situations. It is closely linked with the learners' everyday life within the community in which they live.

Knowledge, Attitudes and Skills are keys to the decision to adopt or change behaviours. For HIV and AIDS education to be effective, all three must be addressed by the curriculum.

It is important to stress that the contents of these sections were developed with the understanding that the demands placed on teachers to support learners in becoming 'HIV and AIDS competent' are very challenging. Integrating HIV & AIDS education and sexual & reproductive health skills in the curriculum in a meaningful way requires critical rethinking not only of the way in which we teach and assess (See Tool 7), but also about teacher training and support to teachers. (See Tool 8)

Indeed, teachers have to adapt when curricular reform takes place, and it requires some efforts on their part. To a large extent, the success of reforms – i.e. the impact on learners – depends on teachers.

"Life skills"

This concept refers to a large group of psycho-social and interpersonal skills which can help people:

- make informed decisions,
- communicate effectively,
- cope with difficult or stressful situations.

The acquisition of these skills helps learners to lead a productive and healthy life. Life skills may be directed toward:

- personal actions
- actions that may affect others
- actions which aim at creating an enabling environment

"Life skills education"

A term often used almost interchangeably with skills-based health education. The difference between the two is in the type of content or topics covered. Not all programme content is considered "health-related." For example, life skills-based literacy and numeracy, or life skills-based peace education, or human rights.

"Knowledge"

The terms "knowledge" and "information" are often used almost interchangeably. In general, however, "information" may describe what is communicated about a particular fact or subject; something you receive or are told. "Knowledge" refers to the state or condition of understanding that fact or subject, and being able to apply it.

"Attitudes"

The term "attitudes" is used here to encompass the broad domain of social norms, ethics, morals, values, rights, culture, tradition, spirituality and religion, and feelings about oneself and others.

Source: UNICEF

http://www.unicef.org/lifeskills/index_7308.html

The link between curriculum and pedagogy

One generally expects curricular reforms to improve the learning outcomes. At another level, it is expected that the changes in the official curriculum would translate into modifications in the pedagogical practise in the classroom. The process through which the curriculum is translated into action is however not clear-cut. Classroom dynamics have their own characteristics and structures, shaped among others by interactions between teachers and learners.

An important consideration is that education on HIV and AIDS and sexual & reproductive health skills requires approaches that encourage active participation of learners, critical thinking, and learning through experience. These teaching-learning methods are difficult to implement within the traditional pedagogical approaches (frontal teaching) and the large number of learners (40 and more) per class. This does not only exist in a lot of schools.

The effective introduction into classroom practice of new pedagogical approaches also depends on:

- the manner in which curricular change takes place: have stakeholders been involved in the process?
- the curricular approach used: is it compatible with life skills education and has this approach been clearly presented to teachers?
- the way teaching and learning materials as well as assessment tools are developed: are they adapted to life skills education?

The pedagogical approaches described in this tool 6 are those that are generally recommended for facilitating learning on HIV and AIDS and sexual & reproductive health skills, with a focus on life skills education.

These pedagogical approaches are based on theoretical models of learning– which complement and in some respects overlap each other – and provide an outline of the factors justifying the application of particular pedagogical approaches to life skills education.

The WHO manual, “*Skills for Health: Skills based health education including life skills*”, provides a wide range of theories on human development and adolescent behaviour and the implications thereof for life skills education. (See p. 21).

These theories describe different perspectives on why life skills and life skills development are important. Based on the findings of these theoretical models, recommendations regarding the most appropriate pedagogies for facilitating learning of life skills are made.

Some conditions which facilitate participatory pedagogical approaches

Life skills education does not entail one specific pedagogy, but rather, a variety of different pedagogies and ‘strategies’ useful at different times. One important issue to remember at all times is that developing life skills takes time and repeated practice and will not result from a single lesson.

To become HIV and AIDS and sexual & reproductive health skills competent requires learning how to make use of relevant knowledge to deal with real and concrete life situations and overcome daily problems. A participatory life skills education is generally considered the most appropriate teaching-learning method relevant to developing HIV & AIDS and sexual & reproductive health skills.

For Life skills education to be effective, the following must apply:

1. There is time for repeated practice,
2. Learners participate actively in all aspects of their learning,
3. The teacher adopts the role of a "guide on the side" who provides resources and support to learners,
4. Learning is contextual, i.e. occurs in the context or situation in which knowledge is to be applied,
5. Learning is problem-based,
6. Learning is social, whether working individually or in groups, there is feedback and interaction between learners and between learners and educator,
7. Learning is 'authentic'; materials and activities are framed around the "real life" issues in which they would be used,
8. Formative assessment is used to inform and support the teaching-learning process.

Selecting and Implementing Appropriate Pedagogical Approaches and Teaching Methods

Tool 6 comprises four tables providing technical inputs to help the users to fill the two worksheets provided at the end of this tool.

Table 6.1 **Selecting the interactive pedagogical approaches for life skills education.** This table provides examples of pedagogical approaches, including the presentation of a wide range of participatory teaching-learning methods which can be used for HIV and AIDS and SRH education.

Tables 6.2 & 6.3 **Defining an interactive pedagogy in line with the kind of life skills taught.**

These two tables provide inputs on cognitive and affective skills and related interactive pedagogy (such as the roles of teachers and learners) as well as sample question stems and potential activities and products.

The tables provide a range of verbs to help formulate teaching and learning goals, sample questions, systems to guide learning and assessments, possible activities and products that can be developed to build learners' knowledge, attitudes and skills.

Table 6.4 **Facilitating learning in groups.** This table provides guidelines for facilitating learning among groups.

Worksheet 6.1 **Selecting the most appropriate pedagogical approaches and teaching methods.** This worksheet details a series of steps an educator can take in order to select the most appropriate set of teaching-learning methods given a particular learning objective.

The steps described in this worksheet are also important for curriculum or programme developers, as it allows them to check and ensure that adequate time is allocated for the achievement of expected learning outcomes and the use of interactive participatory methods.

Worksheet 6.2 **Make the link between an activity and the type of skills to be acquired.** This worksheet allows users to fill in the types of skills acquired on the opposite side of the corresponding interactive pedagogical activities.

Table 6.1 Selecting the interactive pedagogical approaches for life skills education

This table includes a range of pedagogical participatory activities that can be used to facilitate HIV & AIDS and SRH education. These activities lead learners to collectively use new knowledge, attitudes and skills in order to carry out the activity.

The examples given below do not constitute an exhaustive list of possible teaching-learning methods.

The importance of mutual respect during all these activities is critical. It is always necessary to remember this golden rule at the beginning of work (and ensure it is consistently applied): **Show respect and non judgmental attitudes when confronted with the views of others, even when one disagrees.**

The teacher must:

- Plan adequate time (i.e. enough time) to carry out the activity completely
- Have a clear understanding of the objectives of the activity before beginning.
- Ensure that information given during the activities is up to date and correct - It is especially important to counter myths and false beliefs that may arise when learners discuss their own ideas.
- It is also necessary to discuss and counter stigmatising and discriminating attitudes which may arise during the discussion

Method	Description	Benefits	Process – how to do it
Class discussion (large groups)	The class examines a problem or topic of interest with the goal of: <ul style="list-style-type: none"> • trying to better understand an issue or skill • reaching the best solution • developing new ideas and directions for the group. 	Learners can: <ul style="list-style-type: none"> • learn from each other by sharing ideas with others when solving a problem. • deepen their understanding and personalise their connection to the topic. • develop skills in listening, assertiveness and empathy. 	1. Decide on how to arrange the room so that learners can easily see one another 2. Establish the ground rules (or establish them together with the group at the beginning of each session) 3. Identify the goal of a discussion and communicate it clearly 4. Pose relevant, open-ended questions 5. Make sure that everyone participates actively 6. Keep track of how the discussion is going through, for example, appointing one or two reporters.
Personal remarks			

Table 6.1 Selecting the interactive pedagogical approaches for life skills education (continued)

Method	Description	Benefits	Process – how to do it
Discussion in small parallel groups/ “Buzz Group”	A large class is divided into smaller groups of six or less and given a short time to accomplish a task, carry out an action, or to discuss a specific topic, problem or question.	Additional Advantages (additional to class discussion): <ul style="list-style-type: none"> • A good method to use when groups are large and time is limited. • It maximises learner input. • Learners may get to know each other better. • It fosters a more attentive listening process and allows learners to personalise the information. 	<ol style="list-style-type: none"> 1. State the purpose of discussion and the amount of time available. 2. Form small groups (vary the groups composition if the exercise is repeated) 3. Position chairs so that members can hear and see each other easily. 4. Give an active role to each group member (recorder, facilitator, devils' advocate, etc.). 5. At the end, recorders summarise the discussion.
Personal remarks			
Debate See Meeks, L., & Heit, P. 1992. <i>Comprehensive School Health Education</i> .	<p>In a debate, a particular controversial problem or issue is presented to the class by (a group of) learners or teacher.</p> <p>Learners adopt a position regarding the problem or issue.</p> <p>A debate can be organised around a topic with the entire class or with small groups.</p>	<p>Debates offer an opportunity:</p> <ul style="list-style-type: none"> • to practice several skills (higher thinking, communication, respecting the opinion of others, etc.) • to address s particular issue in-depth and creatively. • For learners to take a position on a topic that may mean a lot to them. • To discuss the pros and cons of the topic. <p>Health issues lend themselves well to debate.</p>	<ol style="list-style-type: none"> 1. Select a controversial topic. 2. Allow learners to take a position of their choice. If too many learners take the same position, ask for volunteers to take the other position. 3. Provide learners with a few minutes to prepare arguments to defend their position (alone or in small groups). 4. Remind the ground rules (or establish them together with the group at the beginning of each session). 5. During the debate, do not allow learners to dominate the discussion at the expense of others. 6. Make sure learners show respect for the opinion and thoughts of others. 7. Maintain classroom control and keep the debate focussed on the topic at hand.
Personal remarks			

Table 6.1 Selecting the interactive pedagogical approaches for life skills education (continued)

Method	Description	Benefits	Process – how to do it
Brainstorming	<p>Learners actively and spontaneously generate a broad variety of ideas without appraising, debating or questioning any of the ideas. This is usually done over a brief period of time.</p> <p>Quantity of ideas is the main objective of brainstorming. Evaluating them takes place later.</p>	<p>Efficient way of using time to explore a topic that allows learners to:</p> <ul style="list-style-type: none"> • Generate ideas quickly and spontaneously. • Be creative and state their own ideas • Use their imagination and break loose from fixed patterns of response <p>A follow-on activity can be to evaluate the pros & cons of each or rank them according to certain criteria, which allows learners to practice analytic and critical skills.</p>	<ol style="list-style-type: none"> 1. Designate a leader and a recorder (or several recorders who take turns). 2. State the issue or problem & ask for ideas. 3. Remind learners of the objectives and ground rules: produce ideas, even the most bizarre ones, without negative judgment. Any idea that comes to mind is welcome. 4. Make a learner (or several learners who take turns) write the ideas on a panel or a blackboard (or possibly on sheets to be later posted), so that everyone can see them and discuss them later. 5. Make sure the ideas are not debated, but just stated. 6. Make sure that everyone participates. 7. After brainstorming, review the ideas, add, delete, categorise.
Personal remarks			

Table 6.1 Selecting the interactive pedagogical approaches for life skills education (continued)

Method	Description	Benefits	Process – how to do it
Role Play	<p>Role plays are an informal dramatisation in which people act out a precise given situation.</p> <p>The acted role play is then discussed by the group. It can be repeated or acted differently by either the same or different actors.</p>	<p>Role plays allow learners to explore problems & dilemmas that occur in real life, to personalize the situations and explore ways to overcome the challenges (without taking risk, because the situation is not real).</p> <p>Role play is an excellent strategy for exploring feelings or situations in real life that are difficult to handle (eg. anger, sadness, impotence, shyness, peer pressure, etc). It is also an excellent strategy for:</p> <ul style="list-style-type: none"> • practicing several types of skills • showing empathy towards others and understanding their point of view • increasing insight into one's own feelings • exploring new ways to react 	<ol style="list-style-type: none"> 1. Describe the situation and be sure that it has a relationship with learners' real life 2. Select role players 3. Give role players instructions – give them few minutes to get ready 4. Prepare the audience 5. Start the action 6. Discuss what happened (eg. observed feelings, what was easy, what was more difficult, how close was it to real life situations, etc) 7. Other learners can suggest different ways to act or react and can replay the scene differently. 8. Learn from the exercise – keep it in mind as it may be necessary to revisit the role play later.
Personal Remarks			
Games	<p>Games are activities played among learners which can be used for teaching or revising knowledge. They allow reinforcement of learning and the practicing of critical thinking, problem solving and decision-making skills.</p>	<p>Games allow for:</p> <ul style="list-style-type: none"> • testing assumptions, knowledge, skills and solutions in a safe environment • exploring problems and dilemmas in a more personalized way • learning while having fun • managing the large number of learners and fostering active participation of all of them • fostering good discussions while participants work hard to win points. 	<ol style="list-style-type: none"> 1. Games may be prepared by the learners, the teachers or be provided by NGOs 2. Prepare sets of questions and answers related to what was already been learnt in class 3. Organise the game and form teams if necessary 4. Set up a system to count points, similar to games which are already played in the community or on the television (eg. "Jeopardy", "Trivial Pursuit", etc) 5. Remind learners that the activity is meant to be enjoyable and it does not matter who wins 6. Limit the duration of the game 7. Make some time to discuss the way the game was played and the results
Personal Remarks			

Table 6.1 Selecting the interactive pedagogical approaches for life skills education (continued)

Method	Description	Benefits	Process – how to do it
<p>Story telling</p> <p>See Werner, D. & Bower, B. 1982. <i>Helping health workers learn.</i></p>	<p>The learners or teacher tells or reads a story to a group.</p> <p>Story telling can be supplemented with pictures, comics and photo novels, filmstrips and slides.</p>	<p>Stories allow learners to explore problems & dilemmas. Analogies or comparisons may help learners discover their own answers. Stories can help learners to:</p> <ul style="list-style-type: none"> • think about local problems • raise awareness by commenting on problems and solutions • develop critically thinking skills to come up with solutions • personalize and identify with situations • develop imagination and writing skills by inventing stories themselves. 	<ol style="list-style-type: none"> 1. Select and read stories that are simple and clear and that include situations of happiness, sadness, excitement, courage, serious thought, decisions and problems to be solved. 2. A group of learners can also prepare and tell a story 3. Make one or two main points. 4. Be sure the story (and pictures, if included) relate to the lives of learners. 5. Make the story interesting. 6. After telling the story, encourage learners to think and discuss important points raised by the story. 7. After reading the story, it may be adapted it to suit the local context. (i.e. if necessary).
<p>Personal remarks</p>			

Table 6.1 Selecting the interactive pedagogical approaches for life skills education (continued)

Method	Description	Benefits	Process – how to do it
<p>Situation analysis, case studies, surveys</p>	<p>Situation analysis activities provide an opportunity for learners to think about, analyse, and discuss situations that they might encounter.</p> <p>Case studies are real-life stories that describe in detail what happened in a community, family, school or to an individual.</p> <p>Situation analysis, case studies and surveys require close contact with the community in order to collect information and testimonies.</p> <p>It is a preliminary stage in the development and implementation of a prevention project in the community.</p>	<p>These activities are powerful catalysts for thought and discussion. They provide opportunities:</p> <ul style="list-style-type: none"> • to mobilize a considerable amount of knowledge and skills (reading, writing, analysis, research, etc.) • to work together and share ideas • for one to better know his/her living environment and community • to find out that people sometimes see things differently. • to consider the forces that converge to make an individual or group act in one way or another and to evaluate the consequences. • to be confronted with situations experienced by others, to identify the risks and to think about the consequences of ones actions • to foster awareness and mobilization and take action personally 	<ol style="list-style-type: none"> 1. Plan with adequate time, since it requires several steps and work sessions. 2. Discuss topics that have to be learnt and define them with the learners. 3. Establish links with other learning opportunities (within the same school subject or with other subjects). 4. Plan to work individually or in group(s), but ensure that everyone participates actively. 5. Plan for several opportunities to share and discuss results between learners. 6. The teacher plays the role of a facilitator. S/He provides guidance to learners with the help of questions or suggestions in order to stimulate thinking and re-focus their work. 7. Plan to share results with the rest of the school and the community (exhibition, animation, debate, etc.)
<p>Personal remarks</p>			

Table 6.1 Selecting the interactive pedagogical approaches for life skills education (continued)

Method	Description	Benefits	Process – how to do it
<p>Theatre</p> <p>See UNESCO BREDIA. 2003. <i>Sida et théâtre: comment utiliser le théâtre dans le cadre de la réponse au HIV/SIDA.</i></p>	<p>Developing sketches, then showing them and discussing the issues raised.</p> <p>It aims at creating awareness as well as individual & collective change in behaviours and attitudes.</p>	<p>Theatre is a powerful awareness creation and information tool which is economically and culturally suitable for the context in African. It allows:</p> <ul style="list-style-type: none"> • Dialogue and exchange of ideas. Audiences easily identify with the themes since the sketches normally depict real life context-specific situations within the community. • An easier approach to taboo topics thanks to the humorous and entertaining nature of the theatre. 	<ol style="list-style-type: none"> 1. Plan with adequate time, since it requires several steps and work sessions. 2. Discuss the play themes, define them with the learners, and ensure that they are closely associated with learners' real life. 3. Decide on characters and assign the roles (make room for a director). 4. Make learners work in small groups. 5. Make efforts to follow their work. The teacher plays the role of facilitator. S/He provides guidance to learners through questions and/or suggestions in order to stimulate thinking and re-focus their work if necessary. 6. Plan to share results with the rest of the school and community. <p>After the performance:</p> <ol style="list-style-type: none"> 7. Discuss what happened (observed feelings, what was easy, what was more difficult, how close was it to real life situations, etc). 8. Other learners can suggest ways to act or react and can replay the scene differently. 9. Learn from the exercise – Learn from the exercise – keep it in mind as it may be necessary to revisit the role play later.
Personal remarks			

Source: HHD/EDC (compiled by). 2001. *Health and Family Life Education (HFLE) Life Skills Training, Barbados, March/April 2001.*

Tables 6.2 and 6.3. Defining an interactive pedagogy in line with the kind of life skills taught

Tables 6.2 and 6.3 provide inputs on cognitive and affective skills (Miller, M. 2005. *Learning and Teaching in the Affective Domain*) and related interactive pedagogy (such as the roles of teachers and learners) as well as sample question stems and potential activities and products.

The tables provide a range of verbs to formulate teaching and learning goals (see Tool 1, Step 2), sample question stems to guide learning and assessment, possible activities to do and products that can be developed to build learners' knowledge, attitudes and skills.

The cognitive domain (See Table 6.2) involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories (Bloom. 1956. *Taxonomy of educational objectives*), starting from the simplest behaviour to the most complex. The categories can be thought of as degrees of difficulties, i.e. the first one must be mastered before the next one can take place. The verbs listed in the table below can be used when formulating learning objectives and outcomes for the cognitive domain.

1. Knowledge (recall of information)
2. Comprehension (interpret information in one's own words)
3. Application (use knowledge or generalize regarding a new situation)
4. Analysis (break down knowledge into parts and show relationship among parts)
5. Synthesis (bring together parts of knowledge to form a whole, and build relationships for new situations)
6. Evaluation (make judgements on the basis of given criteria)

It is important to note that these different levels imply increasing ability to make use of information. Making use of knowledge requires specific psychosocial/communication and psychomotor skills which are also essential when learning to become 'HIV & AIDS competent'. In other words, the skills listed can be interpreted as encompassing more than just cognitive abilities.

The affective domain (see Table 6.3) includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasm, motivations, and attitudes, willingness to participate, valuing what is being learned, and ultimately incorporating the values of a discipline into a way of life (Miller 2005) It is assumed that the affective domain is structured hierarchically as is the cognitive domain.

The continuum of behaviours is generally defined as beginning at the level at which the learner is merely aware of or able to perceive a phenomenon, following which he or she attends to that phenomenon, responds to it with a positive feeling, places value upon it, organizes that value within his or her valuation system, and, finally, characterizes this value complex within his or her entire life outlook. The five major categories are:

1. Receiving (willing to listen)
2. Responding (willing to participate)
3. Valuing (willing to be involved)
4. Organizing (willing to be an advocate)
5. Characterization (willing to change one's behaviour, lifestyle, or way of life)

Table 6.2: Defining an interactive pedagogy adapted to cognitive skills

Categories of cognitive skills	Teacher roles	Learner roles	Sample Question Stems	Potential activities and products
<p>1. Knowledge: Recall of information</p>	<p>Directs, tells, shows, examines, questions, evaluates</p>	<p>Define, label, list, match, repeat, recognize, reproduce, recall, locate, state</p>	<p>What happened after...? How many...? Can you name the...? Describe what happened at...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?</p>	<p>Make a list of the main events. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the in the story. Make a chart showing... Recite a poem.</p>
<p>2. Comprehension: Interpret information in one's own words.</p>	<p>Demonstrates, listens, questions, compares, contrasts, examines</p>	<p>Classify, describe, explain, express, identify, indicate, select, tell, sort, report, review, interpret, outline, discuss, distinguish, restate, compare.</p>	<p>Can you write in your own words...? Can you write a brief outline...? What do you think could have happened next...? Who do you think...? What was the main idea...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?</p>	<p>Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a colouring book.</p>

Table 6.2: Defining an interactive pedagogy adapted to cognitive skills (continued)

Categories of cognitive skills	Teacher roles	Learner roles	Sample Question Stems	Potential activities and products
<p>3. Application:</p> <p>Use knowledge or generalize regarding a new situation</p>	<p>Using methods, concepts, principles and theories in new situations.</p>	<p>Apply, choose, demonstrate, employ, illustrate, practice, prepare, interpret, use, solve, show, construct, complete, examine, classify</p>	<p>Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...?</p>	<p>Make a model/picture to illustrate an important event. Make a scrapbook about the areas of study. Make a paper map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game using the ideas from the study area. Make a clay model of an item in the material. Paint a mural. Write a pamphlet about... for others.</p>
<p>4. Analysis:</p> <p>Break down knowledge into parts and show relationship among parts</p>	<p>Breaking information down into its constituent elements.</p>	<p>Analyse, appraise, categorise, compare, contrast, examine, experiment, question, differentiate, criticize, distinguish, investigate, identify, explain, separate.</p>	<p>What happened...? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your ... with that presented in...? Can you explain what must have happened when...? How is ... similar to ...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the problem with...?</p>	<p>Design a questionnaire to gather information. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study person. Arrange a party. Make all the arrangements and record the steps needed. Review a work of art in terms of form, colour and texture</p>

Table 6.2: Defining an interactive pedagogy adapted to cognitive skills (continued)

Categories of cognitive skills	Teacher roles	Learner roles	Sample Question Stems	Potential activities and products
<p>5. Synthesis: Bring together parts of knowledge to form a whole, and build relationships for new situations</p>	<p>Reflects, extends, analyzes, evaluates</p>	<p>Arrange, collect, compose, construct, create, formulate, organize, set up, summarise, write, prepare, propose, create, invent, plan, design, imagine, devise</p>	<p>Can you design a ... to...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources how would you deal with...? How can you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you develop a proposal, which would...</p>	<p>Write about your feelings in relation to... Write a TV show, play, puppet show, role-play, song or pantomime about...? Design a record, book, or magazine cover for...? Make up a new language code and write material using it. Sell an idea. Devise a way to... Compose a rhythm or put new words to a known melody.</p>
<p>6. Evaluation: Make judgements on the basis of given criteria</p>	<p>Clarifies, accepts, harmonizes, guides</p>	<p>Appraise, argue, assess, choose, compare, defend, evaluate, judge, support, value, select, decide, justify, debate, verify, argue, recommend, assess, discuss, rate, prioritise, determine</p>	<p>Is there a better solution to... Judge the value of... Can you defend your position about...? Do you think ... is a good or a bad thing? How would you have handled...? What changes to ... would you recommend? Do you believe? Are you a ... person? How would you feel if...? How effective are...? What do you think about...?</p>	<p>Prepare a list of criteria to judge a ... show. Indicate priority and ratings. Conduct a debate about an issue of special interest. Make a booklet about 5 rules you see as important. Convince others. Form a panel to discuss views, e.g. "Learning at School." Write a letter to ... advising on changes needed at... Write a half yearly report. Prepare a case to present your view about...</p>

(Adapted from: Dalton, J. & Smith, D. 1986. *Extending Children's Special Abilities – Strategies for primary classrooms*, pp36-7.)

Table 6.3: Defining an interactive pedagogy adapted to affective skills

Affective skills	Actions to be carried out by learners	Role of teacher
1. Receiving (willing to listen)	Appreciate, accept, join, attend, discern, hear, share, notice, look, listen	Provide a persuasive message, that is realistic and relevant to learners;
2. Responding (willing to participate)	React, participate, reply, attempt, join, comply, praise, share, follow, support, communicate, complement	Elicit purposeful emotional involvement,
3. Valuing (willing to be involved)	Dispute, disagree, judge, express, help, convince, display, argue, praise, question, share, prefer, support, challenge, defend,	Modelling and reinforcing appropriate behaviour by a respected role model; Practice of the desired behaviour, e.g. through role playing,
4. Organizing (willing to be an advocate)	Participate, volunteer, formulate, discuss, select, compare, define, systematize, argue, agree, aid, admit, cooperate	Involve learner in planning, production and/or delivery of the message, Provide post-instruction discussion or critique opportunities.
5. Characterization (willing to change one's behaviour, lifestyle, or way of life)	Agree, dispute, display, exhibit, communicate, interact, appraise, choose, decide, resolve, revise, manage	

Table 6.4 Facilitating learning in groups and examples of participatory teaching-learning methods

Benefits	When learners work in pairs and small groups, they can engage in communicating ideas, in co-operating to accomplish goals, in peer review of each other's work, and in coaching.
Children of different abilities can be grouped together	Children of different abilities can be grouped together to participate in projects and activities, and to create opportunities for peer mentoring and coaching. Children of different abilities may also have different aptitudes and talents, so that one member of a group may assist the others with writing, while another represents the group's work in pictures.
Children of similar abilities can be grouped together	Children of similar abilities can be grouped together, especially in multi-grade classrooms. Members of a reading group, for example, might read a certain story individually, then meet to address a list of questions and to share their reactions to the story. At the same time, a group reading at a different level may read and discuss a <i>different</i> story.
Children with similar interests can be grouped together	In a geography activity, for example, one group may be composed of learners who want to study southern Africa, while another may be interested in Latin America.
Be sure to create with the class a set of guidelines for communicating and co-operating in groups	Such guidelines may cover making sure that everyone has a chance to talk, criticizing constructively instead of destructively, and finding ways to analyse the work of others.
Guidelines for initiating a discussion	There are several techniques that can be used to get a discussion started. A common method is to ask the learners to suggest several topics for discussion, and then have them select the ones they want to cover (within the framework of the theme of the lesson/unit). Another method involves the use of a few carefully selected open-ended questions to stimulate discussion. Posing a controversy may also initiate learner interaction on directed topics. (For Guidelines on how to teach a large class, please refer to: Passigna, A.L. 1997. <i>Tips on how to manage a large class.</i>)

(Source: UNICEF. 2002. *Teachers talking about learning.*)

Worksheet 6.1 Selecting the appropriate pedagogical approach and teaching methods

This worksheet details seven steps an educator can follow to select the most appropriate set of teaching-learning methods given a particular learning objective.

Step 1: Consider school grade and age

Step 2: Define objectives/expected learning outcomes

Step 3: Determine available time: e.g. 30, 45 or 50 minutes, or even more (for instance, by combining 2 x 45 minutes sessions)

Step 4: Select possible teaching-learning methods, taking into account the decisions of steps 1 to 3

Step 5: Select and prepare instruction material or any material necessary for the session

Step 6: Specify activities and assignments necessary to achieve the learning outcomes

Step 7: Define pre- and post-test assessment tools according to the assessment objectives (See Tool 7)

Worksheet 6.1 - Step 1 Consider school grade & age

- What grade are you teaching? What is the average age of learners? Are there significant age differences between them? If that is the case, it may be necessary to consider dividing the class into groups.

- What is learners' prior knowledge level; i.e. prior knowledge, skill levels and attitudes?
→ Do not forget to also take into account reading, writing, oral expression skills, etc.

Doing a pre-test to assess knowledge and attitudes at the beginning of the class is recommended (see Tool 7 for recommendations and guidelines on assessments, also valid for pre-testing)

- At what stage of their psychological and emotional development are they? Are they likely to be sexually experienced? (or considering having a sexual experience?).

→ Please take into account specificities of socio-cultural background and gender issues

Worksheet 6.1 - Step 2 Define objectives /expected learning outcomes

- What are learners supposed to learn during this class? What is the learning objective?
- What do you expect your learners to produce or to be able to do as a result of taking the lesson?

Writing down goals is important for at least four reasons:

- (1) The process forces you to clarify what you want your learners to accomplish;
- (2) Your list of goals will help you select appropriate teaching methods, materials, activities and assignments;
- (3) You can use your list of objectives to communicate your expectations to learners, to let them know what they are expected to accomplish, because it gives meaning to their work.
- (4) Your list of objectives will be useful to colleagues who teach courses that rely on yours as a prerequisite;

→ For the definition of learning outcomes or objectives, one can make use of the verbs listed in tables 6.2 and 6.3

→ Check consistency of each step with the prescribed curriculum for the grade/level. It would also be interesting to determine in which theme and module (Tool 5) the lessons intended in this tool (Tool 6) take place.

Cognitive learning (Knowledge):	Affective or moral/ethical learning (attitudes):	Psychosocial and/or practical learning (skills)	Combination of objectives:
<i>Define objective/outcome :</i>	<i>Define objective/outcome :</i>	<i>Define objective/outcome :</i>	<i>Define objective/outcome :</i>
<i>Theme and module Tool 5 :</i>	<i>Theme and module Tool 5 :</i>	<i>Theme and module Tool 5:</i>	<i>Theme and module Tool 5 :</i>

Worksheet 6.1 - Step 3 Determine available time per session/module

For instance 30, 45 or 50 minutes or more (for instance by combining 2 x 45 minutes sessions)

Worksheet 6.1 - Step 4 Select range of teaching-learning methods adapted to available teaching time and expected learning outcomes

- We provide here a few examples to illustrate how to respond. **Users need to fill this step using the answers they provided in steps 1 to 3.**
- Tables 6.1, 6.2 and 6.3 provide inputs regarding the criteria to select relevant pedagogical activities.
- **To guide you in this task, you can refer to Tool 5 and try to determine in which theme and module,** the lessons intended in this tool (Tool 6) take place.

Worksheet 6.1 - Step 4 Cognitive learning (knowledge)

Expected learning outcomes	Available teaching time of 30 minutes	Available teaching time of 45 or 50 minutes	Available teaching time of more than 50 minutes
<p>Example To be able to explain and give examples of 3-4 common illnesses (causes, symptoms, cure) and their main characteristics.</p> <p>→ Theme 1 and module 1 of Tool 5</p>	<ul style="list-style-type: none"> → 10 min. brainstorm (can serve as informal pre-test) → 10 min. provision of additional information and/or correction of incorrect ideas of learners → 10 min. discussion & closure with the learners on what has been learnt and what should be emphasized or repeated. 	<ul style="list-style-type: none"> → 5 min. introduction to the activity → 15 min. brainstorm → 15 min. provision of additional information and clarification of issues raised by learners'. → 10-15 minutes closure with the learners on what has been learnt and what should be emphasized or repeated. 	<ul style="list-style-type: none"> → 5 min. introduction to the activity → 10 min. brainstorm → 10 min. provision of additional information and clarification of issues raised by learners'. → 10 min. creation of work groups and definition of the groups' tasks → 20 min. group activity → 20 min. presentation of results → 10-15 min. closure with the learners on what has been learnt and what should be emphasized or repeated.

Worksheet 6.1 - Step 4 Cognitive learning (knowledge) ...continued

Expected learning outcomes	Available teaching time of 30 minutes	Available teaching time of 45 or 50 minutes	Available teaching time of more than 50 minutes
<p><i>Your example</i></p> <p>→ <i>Theme and module Tool 5?</i></p>			
<p><i>Your example</i></p> <p>→ <i>Theme and module Tool 5?</i></p>			
<p><i>Your example</i></p> <p>→ <i>Theme and module Tool 5?</i></p>			

Worksheet 6.1 - Step 4 Psychosocial and/or practical learning (skills)			
Expected learning outcomes	Available teaching time of 30 minutes	Available teaching time of 45 or 50 minutes	Available teaching time of more than 50 minutes
<p>Example To be able to identify instances of societal pressure and to suggest ways to overcome this pressure. → Theme 2 and module 2 of Tool 5</p>	Etc.	Etc.	Etc.
<p>Your example</p> <p>→ Theme and module Tool 5?</p>			
<p>Your example</p> <p>→ Theme and module Tool 5?</p>			

Worksheet 6.1 - Step 5 Select instruction material

You may review and appraise already available material by using the appraisal criteria developed by the IBE (see Tool **10** in this manual, or our website: http://www.ibe.unesco.org/Manual/Manual_home.htm)

You may also develop and select new material by using the examples provided in the IBE HIV and AIDS curriculum databank (<http://databases.unesco.org/IBE/AIDBIB/>) and use the IBE-UNESCO appraisal criteria to assess the quality and relevance of selected material. (See Tool **10** of this manual)

Worksheet 6.1 - Step 6 Detail activities and tasks necessary to achieve the learning outcomes (See Table 6.1 for examples of participatory, interactive and learner-centred activities)

Description of activities or tasks	Objectives and expected learning outcomes → Refer to steps 2 and 4	Time available and organisation of time → Refer to step 3	Guidelines on the organisation of learners' work
<i>Individual work in class</i>			
<i>Group work in class</i>			
<i>Individual or collective work out of the class (homework assignments, surveys, undertaking activities within community, etc.)</i>			

Worksheet 6.1 - Step 6 Assessment – Define first, the assessment objectives and second, the methods (pre- and post-test)

Assessment types	Formative Assessment	Summative Assessment	Certificative Assessment	Evaluation of the Education System
First, define the assessment objective	Feedback to learners and teachers about: a) level of knowledge and skills (before and after learning) b) learners' progress, in order to improve the outcome of their learning.	Report to parents, wards and school management, on the level of learner's knowledge, skills and progress	Qualification and accreditation (national or at any level) of individuals and institutions	Evaluation of the systems' performance in order to improve it
Choose the assessment methods according to the expected learning outcomes	Learning outcome to be assessed ("the learner knows or is able to") Suggested method(s):	Learning outcome to be assessed ("the learner knows or is able to") Suggested method(s):	Learning outcome to be assessed ("the learner knows or is able to") Suggested method(s):	Learning outcome to be assessed ("the learner knows or is able to") Suggested method(s):
	Learning outcome to be assessed ("the learner knows or is able to") Suggested method(s):	Learning outcome to be assessed ("the learner knows or is able to") Suggested method(s):	Learning outcome to be assessed ("the learner knows or is able to") Suggested method(s):	Learning outcome to be assessed ("the learner knows or is able to") Suggested method(s):
	Etc.	Etc.	Etc.	Etc.

Worksheet 6.2. Make the link between an activity and the skills acquired as a result of that activity

Activities	Linguistic skills	Logical skills	Interpersonal skills	Intrapersonal skills
1. Analysis (of HIV and AIDS data, situation, problems)	Writing, talking to present results, etc.	Outlining, designing, drawing hypothesis, planning, comparing, analyzing, etc.	Discussing outcomes with others, listening, responding to critics, etc.	Self assessing progress, coping with doubts, managing own time, etc.
2. Brainstorming	Etc.			
3. Case studies				
4. Community meetings: preparing, facilitating, etc.				
5. Composing & singing songs				
6. Composition writing				
7. Dancing				

Worksheet 6.2. Make the link between an activity and the skills acquired as a result of that activity (continued)

Activities	Linguistic skills	Logical skills	Interpersonal skills	Intrapersonal skills
8. Debates (in the classroom, school or community)				
9. Decision mapping or problem trees				
10. Demonstration (condom use...)				
11. Discussions (class, panel, buzz group etc.): lead, participate, summarize, write/present report				
12. Drama and theater				
13. Drawing (pictures, diagrams etc.)				
14. Exhibits (in the school, in the community)				
15. Explanation				

Worksheet 6.2. Make the link between an activity and the skills acquired as a result of that activity (continued)

Activities	Linguistic skills	Logical skills	Interpersonal skills	Intrapersonal skills
16. Field trips / work-internships / visits				
17. Games (educational) and simulations				
18. Involvement in caring for PLHIVs				
19. Journal / diary				
20. Literature review				
21. Games (puzzles, quizzes)				
22. Participation in AIDS prevention/awareness/school club/cultural activities				
23. Peer teaching				

Worksheet 6.2. Make the link between an activity and the skills acquired as a result of that activity (continued)

Activities	Linguistic skills	Logical skills	Interpersonal skills	Intrapersonal skills
24. Preparing teaching/learning resources				
25. Presentations (assembly, etc.)				
26. Portfolio				
27. Posters				
28. Project work				
29. Quizzes / Question and answer				
30. Radio program / talk show				
31. Research, survey & interviews: prepare and conduct, report on, present results, etc				

Worksheet 6.2. Make the link between an activity and the skills acquired as a result of that activity (continued)

Activities	Linguistic skills	Logical skills	Interpersonal skills	Intrapersonal skills
32. Role play (to practice life skills specific to a particular context with others)				
33. Scrap books (on information about HIV and AIDS, stigma, care, etc.)				
34. Self-assessment activities				
35. Short skits				
36. Small group work				
37. Story telling				
38. Tutoring / mentoring				
39. Writing (poems, stories, letters, articles, play scripts, slogans, brochures, newsletters...)				

RESOURCES TO GO FURTHER

1. “Life skills education with a focus on HIV/AIDS”, 2003, UNICEF

- Document available in: [English](#)

- Website: http://www.unicef.org/lifeskills/index_14925.html

2. “Breaking the silence: Teaching and the AIDS pandemic” – A capacity building course for teacher educators in Africa, 2006, Capacity Building International, Germany and University of Western Cape

- Document available in: [English](#)

- Website: <http://www.uwc.ac.za/aids/courses/breakingthesilence.pdf>

3. “HIV/AIDS and life skills education: Manual for teacher educators from the college of education/institute of advanced studies in education”, 2001, UNESCO New Dehli

- Document available in: [English](#)

- Website: <http://unesdoc.unesco.org/images/0012/001270/127076eo.pdf>

4. “Skills for Health: Skills based health education including life skills. An important component of a Child-friendly/Health-Promoting School”, 2003, WHO

Chapter 2

- Document available in: [English](#)

- Website: http://www.who.int/school_youth_health/media/en/sch_skills4health_03.pdf

5. “Life Skills Training Guide for Young People: HIV/AIDS and Substance Use Prevention” 2003 Modules 2, 7 and 8.

- Document available in English: [Module 2](#), [Module 7](#), [Module 8](#)

- Website: http://www.unodc.org/pdf/youthnet/action/message/escap_peers_00.pdf