

# **APPENDICES**

## **Appendix 1**

### **SAMPLE YEP THEME: THEME 11: SELF-DISCIPLINE**

## **YEP Theme 11: Self-discipline**

### **A. Question: Posing the Problem**

The facilitator poses the questions to the participants one at a time and asks them to take a minute to think before they answer.

1. What do you understand by "discipline"?
2. Who needs discipline? Only children?
3. Where do we need discipline? At home? At school? At work?
4. Who is responsible for giving discipline?
5. How should discipline be encouraged? By way of verbal abuse? By way of physical punishment? Praise? Overlooking the mistakes?
6. How were you disciplined at home as a child?
7. How are you disciplined at school?
8. Do you think the methods are effective?
9. Do the teachers mostly criticize you for your mistakes?
10. Is negative criticism effective?
11. Which one is more effective: forced discipline or self-discipline?
12. What is self-discipline and what does it require?
13. What is the result of being self-disciplined in life?
14. How can we train ourselves to become self disciplined?

### **B. Expression of Ideas and Discussion**

Youth express their views and listen and reflect on views voiced by their peers.

### **C. Evaluation of Quotations**

The facilitator(s) presents the quotations to the participants for reflection and evaluation

1. "Whensoever a mother seeth that her child hath done well, let her praise and applaud him and cheer his heart; and if the slightest undesirable trait should manifest itself, let her counsel the child and punish him, and use means based on reason, even a slight verbal chastisement should this be necessary. It is not, however, permissible to strike a child, or vilify him, for the child's character will be totally perverted if he be subjected to blows or verbal abuse"
2. "Discipline means control. Self-discipline is self-control. It means getting yourself to do what you really want to do rather than being a leaf in the wind"

of your thoughts or feelings. Self-discipline means choosing to do what you feel is right. It is bringing order and efficiency into your life."

3. "Discipline, to be sure, is never pleasant; at times it seems painful, but afterwards those who have been trained by it reap the harvest of a peaceful and upright life."
4. "When people lack self-discipline, they lose control of their emotions. Other people get hurt or upset and the undisciplined person gets into trouble. Without self-discipline, life is helter skelter. You never know what you will do next."
5. "When you have self-discipline, you choose to follow the rules of your family and school and can actually enjoy it."

## **Appendix 2**

### **ANALYSIS OF QUESTIONS IN THEME 9: DRUG ABUSE**

### **Analysis of Questions in Theme 9: Drug Abuse**

1. Some kids think it is "cool" to smoke and use drugs. Do you agree with them?

This question requires of the learners to first think about their own view or reaction to the question. This question touches upon the first layer of 'inside-out process' design, which requires self-reflection and can produce self-knowledge.

2. There are lots of advertisements against smoking, yet there are many youth that smoke. Why?

The second question on the other hand requires of the learner to think about a broader audience yet within his own realm the youth. This question takes the learner to second layer of the three layers of 'inside-out process' design. Which means after thinking about his own reaction to the situation, in question two s/he thinks about the problem in a layer immediately after his own.

3. What will happen to a community which most of its youth are addicted to drugs?

The third question makes the learner to further his thinking spectrum into the community level. This would be the third layer in the 'inside-out process' design. Here s/he is encouraged to think of the larger community and the long-term consequence of the behaviour in question.

4. What is it that youth achieve by drinking and smoking?

This question makes the learner to think about the reasons behind youth drinking and using drugs. This will probably bring about some self-reflection and higher thinking skills activities.

5. Do you know anyone who has succeeded in life because they have been addicted to drugs?

This question also motivates the learner to consider the long-term effect of the choices they make.

6. Who benefits from the fact that so many youth are becoming addicted to drugs?

This question requires of the learner to look at the issue of drug abuse from a different angle, allowing them to see an aspect of the issue that they might have not noticed about drug taking before.

7. Some say that drugs make you feel "high". But what will follow that state of feeling "high"?

This question makes the learners to think about the short-term and long-term effect of the choices they make.

8. Can you think of means other than alcohol and drugs to feel "high"?

Assuming that youth take drugs for some kind of satisfaction or reasons the question asks of the youth to come up with alternatives. This question is perhaps the most important question in this theme as it help the youth themselves to first analyse why they would take drugs and once they know look for other alternatives to handle the situation.

9. The youth usually want to be independent of others especially adults. Being addicted makes them depend on drugs. Isn't this a contradiction?

This question shows the youth how their choices may be contradicting 'freedom' that they value greatly.

10. How do drugs affect our minds?

This question is purely cognitive and requires direct information. Assuming that they would find some negative effects the question seeks factual information.

11. Some believe that those who feel lost in life and or feel like a failure find refuge in drugs. Do you agree? How can you help these youths, and what alternatives can you suggest to them?

This question touches upon the emotional domain of the learners. Without being direct the question suggests that those who take drugs may be suffering from emotional and psychological problems. Based on the background of the learners who come from the Apartheid era and many might be suffering from low-self esteem, the question seeks to suggest to them that there could be other options besides drugs for addressing the emotional problems and feelings of emptiness and similar symptoms.

12. Is it financially viable to use drugs?

The last question is intended to draw the attention of the learners to the point that the problem of taking drugs does not end at just deciding whether they should take it or not but the fact that it has other implications such as finance.



## **Appendix 3**

### **FACTS ABOUT DRUG ABUSE**

## **Facts About Drug Abuse**

### ***A. Statistics***

People working with teenage drug users say that this year at least 3.8 million South African school children will experiment with drugs, and of those, one in six will become dependent.

### ***B. Some Reasons Why Teenagers Take Drugs***

- Trying to build self-esteem, escaping from emotional problems, avoiding decisions or trying to be independent.
- Trying to feel relaxed, avoiding pain or experiencing new sensations.
- To be one of the crowd or to escape loneliness.
- To relieve boredom or out of curiosity.
- Difficult family life.
- Might try drugs as an experiment and then find that drugs are needed to help with being relaxed and accepted.

### ***C. Causes***

Factors involved in the mechanisms leading to drug abuse include sadness, low self-esteem, social alienation, and environmental stress, particularly if accompanied by feelings of impotence to effect change or to accomplish goals.

### ***D. What is the Effect of Drugs?***

- Drugs are addictive. Once one starts, it can be very difficult to stop. Without drugs one feels bad. But to feel normal one has to keep taking more and more of the drug.
- Illegal and legal drugs can damage the body and mind especially when one is growing.
- Drugs slow down the ability to learn.
- Drugs often cause bad skin, bad breath, dry hair and make one look unhealthy.
- Being high on drugs can cause one to act stupidly and dangerously.
- All drugs can cause brain damage.

### ***E. Withdrawal Signs***

Withdrawal signs appearing first (usually 8-12 hours after the last dose of opioid) include psychomotor restlessness, irritability, increased rate of respiration,

yawning, sweating, tremor, anorexia, and dilated pupils. Within 2 to 3 days the patient develops more severe symptoms, including insomnia, weight loss, diarrhoea, vomiting, painful abdominal cramps, muscle spasms, hypertension and other symptoms.

## **Appendix 4**

### **STUDENT EVALUATION OF YEP, VERSION 1**

**Student Evaluation of the Youth Enrichment Programme (Version 1)**

Individual students are requested to answer the following questions by encircling "T" for True and "F" for False.

1. The programme helped me to think about issues, which are important.

T F

2. The programme helped me to think about issues, which I had ignored.

T F

3. The programme helped me to become more aware of individual differences.

T F

4. The programme helped me to become more tolerant toward other student's cultures.

T F

5. The programme helped me to become a better communicator.

T F

6. The programme helped me to become a more careful thinker.

T F

7. The programme helped me to become more sensitive toward other students' feelings and needs.

T F

8. The programme helped me to see that there could be more than one solution to a problem.

T F

9. The programme helped me to broaden my view of life.

T F

10. The programme helped me to improve my moral standards.

T F

11. What I like about YEP is:

12. What I dislike about YEP is:

## **Appendix 5**

### **STUDENT EVALUATION OF YEP, VERSION 2**

**Student Evaluation of the Youth Enrichment Programme (Version 2)**

Date			
Age			
Sex	Male	1	Female 2
Grade			
Ethnic Group:	African	1	White 2 Other 3
School			
School setting:	Urban	1	Rural 2 Other 3
Respondent number			

For office use

v1	<input type="text"/>	<input type="text"/>	1-2
v2	<input type="text"/>	<input type="text"/>	3
v3	<input type="text"/>	<input type="text"/>	4-5
v4	<input type="text"/>	<input type="text"/>	6
v5	<input type="text"/>	<input type="text"/>	7
v6	<input type="text"/>	<input type="text"/>	8

Dear students you are requested to answer the following questions by encircling the appropriate number according to the following scale.

**1 = Not true at all    2= Not true    3= True    4= Very true**

1. The programme helped me to think about my personal and social problems.

1	2	3	4
---	---	---	---

v7  9

2. The programme did **not** help me to find answers or solutions to my problems.

1	2	3	4
---	---	---	---

v8  10

3. The programme helped me to become more aware of individual differences.

1	2	3	4
---	---	---	---

v9  11

4. The programme did **not** help me to become more tolerant toward other student's cultures.

1	2	3	4
---	---	---	---

v10  12

5. The programme helped me to become a better communicator.

1	2	3	4
---	---	---	---

v11  13

6. The programme did **not** help me to become a more careful thinker.

1	2	3	4
---	---	---	---

v12  14

7. The programme made me to become **less** sensitive toward other students' feelings and needs.

1	2	3	4
---	---	---	---

v13  15

8. The programme helped me to see that there could be more than one solution to a problem.

1	2	3	4
---	---	---	---

v14  16

9. The programme helped me to broaden my view of life.

1	2	3	4
---	---	---	---

v15  17

10. The programme did **not** help me to improve my moral behaviour.

1	2	3	4
---	---	---	---

v16  18

11. The topics and issues discussed were **not** relevant to youth.

1	2	3	4
---	---	---	---

v17  19

12. The programme helped me to improve my understanding of some important social issues.

1	2	3	4
---	---	---	---

v18  20

13. The programme helped me to evaluate my relationship with others.

1	2	3	4
---	---	---	---

v19  21

14. The programme helped me to understand and know my classmates better.

1	2	3	4
---	---	---	---

v20  22

15. The programme helped me to become more aware of the spiritual needs of human beings.

1	2	3	4
---	---	---	---

v21  23

16. The programme helped me to become fairer in my judgements about other people.

1	2	3	4
---	---	---	---

v22  24

17. I found YEP:

A. not useful	1
B. a little useful	2
C. useful	3
D. very useful	4

v23  25

18. I have the following additional comments to make about the YEP intervention programme.



## **Appendix 6**

### **STUDENT EVALUATION OF YEP, VERSION 3**

**Student Evaluation of the Youth Enrichment Programme, Version 3**

Date											
Respondent number											
Age											
Sex		Male 1 Female 2									
Grade											
Ethnic Group:		African 1 White 2 Other 3									
School											
School setting:		Urban 1 Rural 2 Other 3									

For office use

v1	<input type="text"/>	<input type="text"/>	<input type="text"/>	1-3
v2	<input type="text"/>	<input type="text"/>	<input type="text"/>	4-5
v3	<input type="text"/>	<input type="text"/>	<input type="text"/>	6
v4	<input type="text"/>	<input type="text"/>	<input type="text"/>	7-8
v5	<input type="text"/>	<input type="text"/>	<input type="text"/>	9
v6	<input type="text"/>	<input type="text"/>	<input type="text"/>	10

Dear student: you are requested to answer the following questions as honestly as possible. The purpose of this exercise is to evaluate the effect of the Youth Enrichment Programme. Please indicate your choice of answers by encircling the appropriate number next to the statements.

1. Have you been taught YEP?

Yes	1
No	2

V7  11

2. If yes for how long?

Less than a month	1
1-2 months	2
3-5 months	3
6-8 months	4

V8  12

**After participating in the Youth Enrichment Programme:**

3. I have become:

A. Less disciplined	1
B. More disciplined	2
C. No changes	3
D. Not applicable	4

v9  13

4. I have become:

A. A worse communicator	1
B. A better communicator	2
C. No changes	3
D. Not applicable	4

v10  14

5. I have become:

A. Less cooperative	1
B. More cooperative	2
C. No changes	3
D. Not applicable	4

v11  15

6. I have become:

A. Less reflective / thoughtful	1
B. More reflective / thoughtful	2
C. No changes	3
D. Not applicable	4

v12  16

7. My behaviour has:

A. Worsened	1
B. Improved	2
C. No changes	3
D. Not applicable	4

v12  17

8. My information about social issues has:

A. Worsened	1
B. Improved	2
C. No changes	3
D. Not applicable	4

v13  18

9. I express my opinions:

A. Less openly	1
B. More openly	2
C. No changes	3
D. Not applicable	4

v14  19

10. I have become:

A. Less friendly to my classmates	1
B. More friendly to my classmates	2
C. No changes	3
D. Not applicable	4

v15  20

11. I have become :

A. Less confident	1
B. More confident	2
C. No changes	3
D. Not applicable	4

v17  21

12. I show:

A. Less tolerance towards my classmates	1
B. More tolerance towards my classmates	2
C. No changes	3
D. Not applicable	4

v18  22

13. I think about personal and social problems:

A. Less often	1
B. More often	2
C. No changes	3
D. Not applicable	4

v19  23

14. I have become:

A. A worse problem solver	1
B. A better problem solver	2
C. No changes	3
D. Not applicable	4

V20  24

15. I have become:

A. Less sensitive towards my classmates' feelings and needs	1
B. More sensitive towards my classmate's feelings and needs.	2
C. No changes	3
D. Not applicable	4

V21  25

16. I think about "good" or "bad", "right" or "wrong":

A. Less often	1
B. More often	2
C. No changes	3
D. Not applicable	4

V22  26

17. As classmates we have come closer to each other

A. Not true	1
B. True	2
C. No changes	3
D. Not applicable	4

V23  27

18. We can solve our problems:

A. With more difficulty	1
B. With less difficulty	2
C. No changes	3
D. Not applicable	4

V24  28

19. We express our ideas with:

A. Less honesty	1
B. More honesty	2
C. No changes	3
D. Not applicable	4

V25  29

20. We have become:

A. Less respectful towards each other	1
B. More respectful towards each other	2
C. No changes	3
D. Not applicable	4

V26  30

21. We have become:

A. Less tolerant of each other's culture	1
B. More tolerant of each other's culture	2
C. No changes	3
D. Not applicable	4

v27  31

22. We trust each other

A. Less	1
B. More	2
C. No changes	3
D. Not applicable	4

V28  32

23. We care for each other:

A. Less	1
B. More	2
C. No changes	3
D. Not applicable	4

V29  33

24. We find YEP:

A. Not useful at all	1
B. Not useful	2
C. Useful	3
D. Very useful	3

V30  34

25. I have the following additional comments to make about the YEP intervention programme.

## **Appendix 7**

### **FACILITATOR EVALUATION OF YEP**

### Facilitator Evaluation of the Youth Enrichment Programme

		For office use	
Date		V1	<input type="text"/>
Respondent number			<input type="text"/>
Sex of the teacher: Male 1 Female 2		V2	<input type="text"/>
Number of students in the YEP class		V3	<input type="text"/>
Grade of YEP class		V4	<input type="text"/>
Ethnic Group: African 1 White 2 Other 3		V5	<input type="text"/>
School			<input type="text"/>
School setting: Urban 1 Rural 2 Other 3		V6	<input type="text"/>

Dear colleague, please share with us your opinion about the impact of the Youth Enrichment Programme (YEP) on the learners as well as its quality. Please encircle the most appropriate answer.

#### Section A: evaluation of impact of YEP on the learners

1. Have your learners been taught YEP?

Yes	1
No	2

V7  11

2. If yes for how long?

Less than a month	1
1-2 months	2
3-5 months	3
6-8 months	4

V8  12

#### After use of Youth Enrichment Programme:

3. Learners demonstrate:

A. More discipline problems	1
B. Less discipline problems	2
C. No changes	3

V9  13

4. Learners are able to:

A. Communicate worse	1
B. Communicate better	2
C. No changes	3

V10  14

5. Learners have become:

A. Less cooperative	1
B. More cooperative	2
C. No changes	3

V11  15

6. Learners seem to have become:

A. Less reflective / thoughtful	1
B. More thoughtful	2
C. No changes	3

V12  16

7. Learners' behaviour has:

A. Worsened	1
B. Improved	2
C. No changes	3

V13  17

8. Learners' information about social issues has:

A. Worsened	1
B. Improved	2
C. No changes	3

V14  18

9. Learners express their opinions:

A. Less openly	1
B. More openly	2
C. No changes	3

V15  19

10. Learners have become:

A. Less friendly to each other	1
B. More friendly to each other	2
C. No changes	3

V16  20

11. Learners have become :

A. Less confident	1
B. More confident	2
C. No changes	3

V17  21

12. Learners show:

A. Less tolerance towards others	1
B. More tolerance toward others	2
C. No changes	3

V18  22



**Section B: Evaluation of YEP as an intervention programme**

Please enter the appropriate number in the block provided next to each question using the following scale:

**1= Poor      2= Average      3= Good      4= Very good**

13. How do you find the quality of the programme material?		V19		23
14. How do you find the structure of the programme material?		V20		24
15. Do the students find the issues discussed relevant?		V21		25
16. The general response of students to the questions is:		V22		26
17. Do you find the approach used in the programme i.e. questions followed by quotations effective?		V23		27
18. Do you think the programme has achieved its objectives i.e. improvement of morals, social skills and cognitive skills?		V24		28
19. Which part of the lesson/ module was more interesting for students?				
A. Discussing the questions	1	V25		29
B. Discussing the quotations	2			

20. Write your general comments and observations here:

Thank You!

## **Appendix 8**

### **TEACHER EVALUATION OF YEP**

**Colleague/Teacher evaluation of the Youth Enrichment Programme**

						For office use			
Sex of the teacher:		Male	1	Female	2				
School setting:		Urban	1	Rural	2	Other	3		
School						V2			1-3
Respondent number						V3			4
Number of students in the YEP class						V4			5-6
Learner's ethnic group:		African	1	White	2	Other	3		7-8
Grade of YEP class						V5			9
Date						V6			10

Dear colleague, please share with us your opinion about the impact of the Youth Enrichment Programme (YEP) on the learners. Please encircle the most appropriate answer.

1. Have your learners been taught YEP?

Yes	1
No	2

V7  11

2. If yes for how long?

Less than a month	1
1-2 months	2
3-5 months	3
6-8 months	4

V8  12

**After use of Youth Enrichment Programme:**

3. Learners demonstrate:

A. More discipline problems	1
B. Less discipline problems	2
C. No changes	3

V9  13

4. Learners are able to:

A. Communicate worse	1
B. Communicate better	2
C. No changes	3

V10  14

5. Learners have become:

A. Less cooperative	1
B. More cooperative	2
C. No changes	3

V11  15

6. Learners seem to have become:

A. Less reflective / thoughtful	1
B. More thoughtful	2
C. No changes	3

V12  16

7. Learners' behaviour has:

A. Worsened	1
B. Improved	2
C. No changes	3

V13  17

8. Learners' information about social issues has:

A. Worsened	1
B. Improved	2
C. No changes	3

V14  18

9. Learners express their opinions:

A. Less openly	1
B. More openly	2
C. No changes	3

V15  19

10. Learners have become:

A. Less friendly to each other	1
B. More friendly to each other	2
C. No changes	3

V16  20

11. Learners have become :

A. Less confident	1
B. More confident	2
C. No changes	3

V17  21

12. Learners show:

A. Less tolerance towards others	1
B. More tolerance toward others	2
C. No changes	3

V18  22

Please write your evaluative comments about YEP under:

A. Negative aspects:

B. Positive aspects:

**Thank you for your kind assistance!**

## **Appendix 9**

### **FACILITATORS TRAINING COURSE**

**Youth Enrichment Programme  
Facilitators Training Course**

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**SECTION 1: Understanding the Problems of Youth**

**Objectives for the facilitator:**

- To identify the pressing problems of youth.
- To understand the impact of these problems on young people's lives and schoolwork.
- To explore the differences between adult value systems and youth value systems.
- To identify and list categories of youth needs in respect of social, moral and rational skills.
- To be able to empathise with youth.
- To become aware of the objectives of YEP and its intended outcomes.

**Activity 1 (5 minutes)**

**Purpose of activity:** to make the participants feel at home with one another

**Introduction:** ice breaker - name game

Participants make a circle, clapping in rhythm; they give the names of the people standing on their right and left hand sides.

**Activity 2 (10 minutes)**

**Purpose of activity:** to determine participants' overall expectation of the training

**Expectations:** participants are asked to write one expectation they have of the workshop in a piece of paper

**Plenary:** participants read their expectations out loud and paste them on the wall

**Activity 3 (2 minutes)**

**Purpose of activity:** to clarify the purpose of the training workshop

**Objectives:** go through the page on objectives of training for session 1

**Activity 4 (10 minutes)**

**Purpose of activity:** to facilitate the sessions/workshop smoothly

**Ground rules:** What written and unwritten ground rules should the participants follow?

**Plenary:** Let the participants suggest up to 8 rules. Write them down and put up the list for everyone to see and follow.

**Activity 5 (20 minutes)**

**Purpose of activity:** to identify the important problems of youth in the old and new generations.

**Problems of youth (group work):** Group the participants into groups of three or four members (apples, oranges, bananas, grapes). All groups will discuss the following topics: (a) What kinds of problem behavior do youth demonstrate? and (b) What kinds of problem behavior did your generation show when you were young?

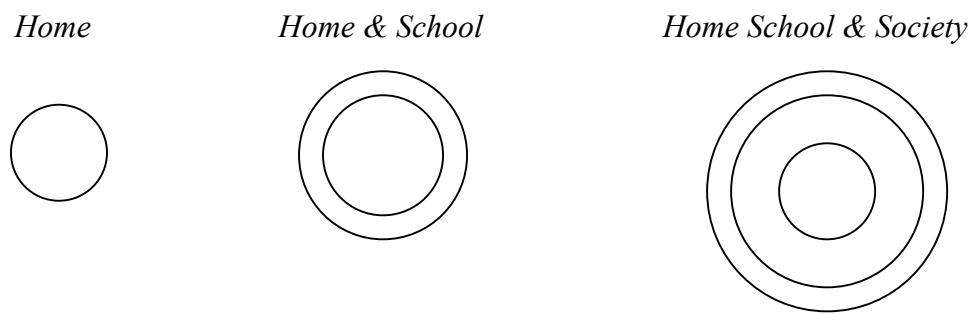
**Plenary:** Compare lists for (a) and (b) in plenary. (Any generation gaps?)

**Activity 6 (15 minutes)**

**Purpose of activity:** to compare and contrast the effect of youth's problems on their environment.

**Impact of problems:** How do these problems affect the lives of youth in (a) the home, (b) school, and (c) society?

**Group work:** Let them draw a circle and write down the problems at home inside the circle. Then they should draw an outer circle and write the school problems in it. A third outer circle should be drawn for problems youth face in society.



**Plenary:** Ask the groups to display their diagrams on the classroom wall. Call on each group to report. Discuss the effect of each area on the other - e.g. the impact of drug abuse on relationships at home and its effect on school performance, which in turn might lead to drop out from school and joblessness, and impact of unemployment on the economy of the country.

**Activity 7 (25 minutes)**

**Purpose of activity:** for teachers/educators/adults to appreciate youth's problems and dilemmas

**Example:** Divide the participants into groups of three - A, B and C.

**Role-play:** A plays the role of a mother. B plays the role of a 17-year-old youth called Jane. C plays Jane's friend Nancy. The story: Jane is invited to an evening party by Nancy. The mother expects her daughter to dress conservatively and be home by 23h00. On the other hand, Nancy wants Jane to wear something daring and stay out till 02h00 in the morning.

**Group work (10 minutes):** Let the groups role-play the conversation between Jane and mother and Jane and friend separately. What did Jane decide to do?



**Plenary (15 minutes):** Find out how the youth felt having to choose between her mom and her friend. Let each one – Jane, mother and Nancy – explain how they felt, especially Jane.

**Activity 8 (15 minutes)**

**Purpose of activity:** to identify the kinds of skills youth need to prepare them for their problems

**Needs:** Classify youth's problems into three categories – SOCIAL, MORAL, and INTELLECTUAL. What kinds of skills do they need to be able to face the challenges of their lives? Classify them in terms of social, moral and rational skills.

**Plenary:** Make three lists in plenary - social, moral, rational

**Activity 9 (15 minutes)**

**Purpose of activity:** to feel the power of peer pressure and its effect on the youth

**Example:** Divide the participants into groups of three – a youth, a drug dealer, and the youth's father.

**Role-play:** Let the father and the drug dealer have a conversation with the youth, both trying to convince the youth to follow him. Each conversation should take about 3 minutes.

**Plenary:** Discuss the following: What did you feel as a youth? What will help the youth in this situation?

**Activity 10 (10 minutes)**

**Purpose of activity:** to introduce the Youth Enrichment Programme

**Plenary:** Of the skills named in Activity 8, which is lacking the most in the school curriculum? YEP is a curriculum aimed at developing the youth morally, socially and rationally. Go through the YEP objectives and their relationship with the OBE Critical Outcomes and Specific Outcomes. Show the list of outcomes of YEP.

**Activity 11 (7 minutes)**

**Purpose of activity:** to demonstrate the difference and commonality in adults' value system

**Pairs:** Individually list six values which you consider to be most important to you. Place these values in the diagram of a man in the place of the head, hands, heart and feet. Compare your diagram with your partner's diagram.

### **Activity 12 (15 minutes)**

**Purpose of activity:** to demonstrate the difference between the value system of adults and youth value, and possible break-down in the youth value system

**Pairs:** Make a list of six values that you think youth of today adhere to. Compare this list with your own list from the previous activity. How do these values differ?

**Plenary:** reports from pairs

## **SECTION 2: Implementing YEP in the Classroom**

### **Objectives**

- To prepare the class for YEP.
- To draw ground rules.
- To understand the structure of lessons.
- To be able to conduct lessons according to the specified guidelines.

### **Activity 1**

**Purpose of activity:** warm up activity

**Game:** Participants will call out a number, starting from 1. The first person will call out 1, the next person 2, the next person 3, and so on. The persons who should call out 5 and multiplications of 5 should say YEP instead of 5.

### **Activity 2 (10 minutes)**

**Purpose of activity:** to determine the attitudes and ground rules for YEP facilitators and students.

**Plenary:** Show the transparency/handout about the principles of YEP. Make a list of necessary attitudes and ground rules for facilitators and youth in the YEP classroom.

### **Activity 3 (Section A – Questions)**

**Purpose of activity:** to understand the structure of YEP and how it must be used

**Structure of YEP (2 minutes):** Show a sample of a theme and explain the three sections -- A, B, and C.

**Group work (15 minutes):** Group the participants into groups of three or four. Give each group a sample from YEP. Let them choose a leader to read the questions in section A to the group. Let them spend about 5 minutes on the questions in section A. The groups should try to answer the following questions: What kinds of questions appear at the beginning? What kinds of questions are used towards the end? Is there any relationship between the questions? What kind of skills can the youth gain by trying to answer these questions?

**Plenary (5 minutes):** Discuss the answers.

**Recommendations for section A:** Share the following with the facilitators:

- Give half- to one-minute time for reflection after every question.
- The group leader should not become the main speaker.
- Ask for genuine answers/opinions.
- No bookish answers.
- One question at a time.
- Everyone must give an answer.
- Time is flexible.
- Members should listen carefully.
- Members should take turns.
- Respect -- e.g. no interruptions, not talking while someone is talking, etc. Do not comment on each other's opinions before everyone has contributed.

### **Activity 4 (Section B – Group Discussion)**

**Purpose of activity:** determine the value of consultation/discussion

**Group work (20 minutes):** In groups discuss your answers to section A in the sample and answer the following questions: Why do you think discussion in the groups is included? What kind of grouping is more useful, fixed groups or non-fixed groups? Why? How much time should be used? Is writing a report after each group discussion necessary? Should there be a plenary discussion after each group work session? What skills can the students learn from the group work activity? What should be the role of the teacher?

**Recommendations for section B:** Share the following with facilitators:

- No competition.
- No glorification of individual members of a group.
- No taking over/long talks by one person.
- No ridicule.
- No rejection of people/ideas.
- No interruptions.
- Complete confidentiality.
- Openness.
- Process is as important as the end. (Don't look for a specific answer).
- A discussion must follow after all individuals have answered the questions.
- You may keep the groups together for 3-4 sessions.
- No time restrictions.
- Writing a report is not essential.
- A plenary session after group discussion is optional.
- Teacher should only observe and encourage, not impose his/her opinion.

#### **Activity 5 (Section C – Quotations)**

**Group work (20 minutes):** Go through the quotations in groups and answer these questions: What purpose do they serve? Are they related to the questions in section A? Do they help the students? How? Why are they included? How should they be used?

**Recommendations for section C:**

- Groups may read through the quotations and discuss them.
- They can be used as food for thought.
- They don't have to be accepted or elaborated by the teacher or the students.
- The glossary may be used to attain a better understanding of the quotes.
- If no copies are available, the teacher can write the quotations on the board.

#### **Activity 6**

**Purpose of activity:** to determine the value of YEP for youth

**Evaluation of outcomes:** Refer the participants to the outcomes of YEP. Find out from them which of those outcomes were achieved as they did the sample theme/module.

#### **Activity 7 (5 minutes)**

**Plenary:** Discuss the following:

- Duration of themes (flexible)
- Subjects: (life skills, religious education, languages, environment, etc.)

- Use (formal lessons as well as extramural)
- Setting (schools, colleges, youth clubs, etc.)
- Glossary

### **Activity 8**

**Purpose of activity:** assessment of the workshop

**Evaluation:** (a) Evaluation of workshop in comparison to expectations. Refer to the participants' expectations of the workshop from Activity 2 in Section 1 of the training. Find out which expectations were fulfilled. (b) Let them fill out the workshop evaluation form.

### **Activity 9 (Practical)**

**Purpose of activity:** to gain practical experience

**Practice:** Group the participants into groups of four. Each group is to teach/facilitate five activities from this training course for 15 minutes. Observe each presentation and make recommendations.

## **Appendix 10**

### **PRE-YEP LEARNERS TRAINING COURSE**

## Pre-YEP Learners Training Course<sup>1</sup>

### **Activity 1: Welcome**

Welcome – let them fill out the attendance/monitoring form.

### **Activity 2: Questionnaire**

Let students answer the pre-test questionnaire. Please emphasise honest answers (optional).

### **Activity 3: Introduction**

Introduce YEP as a programme for social, moral and intellectual development. Briefly explain the objectives and principles.

### **Activity 4: Ground Rules**

Let students make their ground rules. Write them on newsprint and put it up somewhere everyone can see. Ground rules must be displayed during all YEP sessions. If their list does not include the following, suggest them:

- Respect: it requires listening carefully, not interrupting, not rejecting, not laughing at a person, tolerance to different ideas
- Honest answers
- Universal participation
- Confidentiality
- Everyone is entitled to his/her opinion

### **Activity 5**

**Problems of youth:** Group the participants into groups of 3 to 4 members (apples, oranges, bananas, grapes). All groups will discuss the same topics.

**Group work:** What kinds of problem behaviour do youth demonstrate?

### **Activity 6**

**Purpose of activity:** to compare and contrast the effect of youth's problems on their environment

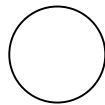
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<sup>1</sup> © Royal Falcon Education Initiative

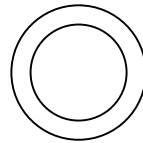
**Impact of problems:** How do these problems affect the lives of youth in (a) the home, (b) school, (c) society?

**Group work (15 minutes):** Let them draw a circle and write down the problems at home inside the circle. Then they should draw an outer circle and write the school problems in it. A third outer circle should be drawn for problems youth face in society.

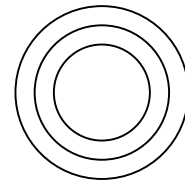
Home



Home & School



Home School & Society



**Plenary:** Ask the groups to display their diagrams on the classroom wall. Call on each group to report. Discuss the effect of each area on the others and the vicious circle of e.g. the impact of drug abuse on relationships at home and its effect on school performance, which in turn might lead to dropping out from school and joblessness, and the impact of unemployment on the economy of the country.

### Activity 7

**Purpose of activity:** why honest answers?

**Role-play:** Pair students into As and Bs. A is Mary. B is the teacher.

**Scenario:** Mary was supposed to submit her assignment to her teacher today. She has not completed her assignment. She arrives into the classroom. The teacher is in the classroom waiting for students to submit their assignments. What will Mary tell her teacher? How will the teacher react to her?

**Pairs:** In pairs discuss:

- What kinds of thoughts went through Mary's mind when she arrived in the classroom?
- How did Mary feel?
- Did Mary tell the truth?
- If Mary told a lie, why did she lie?
- Make a list of why people tell lies

**Plenary:** Make a list of reasons they give for lying. Explain that none of these reasons are relevant in a YEP class. Their list may include the following: fear of failing, rejection, judgement, being punished, being compared, not being accepted, being different, being wrong.



### **Activity 9**

**Game:** Let students call out numbers starting from one. Numbers will follow in sequence – 1, 2, 3, 4, etc. Upon reaching number 3 and its multiples, the student concerned will say YEP instead of that number – e.g. 1, 2, YEP, 4, 5, YEP, 7, 8, YEP, 10, 11, YEP, 13, 14, YEP, etc.

### **Activity 10**

**Starting the YEP lesson:** Group the students into groups of 4 to 5. Let them choose a leader. Explain the role of the leader as an organiser. Give each group the handout/book. Depending on the time available, instruct them to go through a few of the questions in Section A. remind them that they must spend about a minute to think about each question before they answer. Share with them a few of the recommendations included in the workshop. Refer to the ground rules as necessary. Emphasise the importance of personal opinion rather than group opinion. Give them about 25-30 minutes to answer five questions, discuss them and evaluate one quotation during the first YEP lesson.

### **Activity 11**

Complete the monitoring form

### **Activity 12**

THANK YOURSELF FOR BEING SUCH A WONDERFUL FACILITATOR.

P. Farhangpour

## Appendix 11

### LETTER FROM SCHOOL B

DEPARTMENT OF EDUCATION, ARTS, CULTURE AND SPORTS

BELA-BELA SECONDARY SCHOOL

PRIVATE BAG X1627  
WARMBATHS  
0480

31 JANUARY 2002

---

REF. NO :  
ENQUIRIES : K.A. MAOKA  
TEL. NO (014) 737 7316

The Secretary  
Royal Falcon Education Initiative  
P.O. Box 15241  
EAST LYNE  
0039

Sir

ROYAL FALCON OPERATION AT SCHOOL

The above issue refers:

1. Bela-Bela High School appreciates the wonderful work done by Royal Falcon Education Initiative.
2. Because of ONE above, we request that services offered by Royal Falcon Education Initiative be continued at Bela-Bela High School.

I hope and wish that our request be successful .

Yours faithfully



K.A. MAOKA (PRINCIPAL)



KAM/lj

## Appendix 12

### LETTER FROM SCHOOL C

# MAOPE SECONDARY SCHOOL

EXCELLENCE IN EDUCATION

TEL: (014) 737 7386  
FAX: 014-7377386  
ENQ: F. SITHOLE

PRIVATE BAG X1670  
WARMBATHS  
0480

29 March 2001

The Manager  
Royal falcon

Sir/Madam

The above-mentioned school is aware of the programme you have introduced in S.A. school. This was brought to our attention by Josias stationed at Bela-Bela Secondary school.

We are also aware of the improvements made by the programme to both students, teachers and management of Bela-Bela. We also wish to be part of this programme for the benefit of our school.

We recommend that you sent us an instructor to help Josias because he is unable to engage both schools at the same time due to administration factors.

Thanking you in anticipation

Yours faithfully

Ms. Sono N.C  
Guidance teacher

Ms Mokgatle PM.  
Guidance Teacher

Ms Makwela L.L  
Guidance Teacher

Mr. Mpye H.S.  
Guidance Teacher

F. Sithole  
Principal



## Appendix 13

### JOINT LETTER FROM SCHOOLS B, C AND D

DEPARTMENT OF EDUCATION, ARTS, CULTURE AND SPORTS

PRIVATE BAG X1627  
WARMBATHS  
0480

07 DECEMBER 2001

Royal Falcon Education Initiative  
P.O. Box 15241  
East Lynn  
0039

Madam

ADOPTION OF THE YOUTH ENRICHMENT PROGRAMME


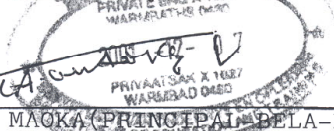
For the passed two years our schools have been and still enjoying the fruits of the Royal Falcon product YEP.


Bela-Bela high, Maope Secondary and Raeleng Middle School have dearly decided to adopt the Programme. Each request for an Instructor/Facilitator for the effective running of the programme as Mr. J. Ramalekana will be based in one of the above mentioned schools.

A development office has been established for contact, Communication and the Public Relation Services in care of the Youth Enrichment Programme.

Greatfull thanks and best of luck.

Yours faithfully

  
  
K.A. MAGKA (PRINCIPAL- BELA-BELA)

  
F. SETHOLE (PRINCIPAL- MAOPE)

M.P..M. SEPHAI (PRINCIPAL-RAELENG)

## **Appendix 14**

### **NEWSPAPER CLIPPING ON YEP**

## Youth Programme



**Music-, dance and dramagroups participated in the festivities on 20 September at the launch of the Youth Enrichment Programme at Bela-Bela High School, Mr Josias Ramalekana is the brain behind the programme. Here he is with the principal of the school, Mr. K.A. Maoka, the traditional dance group and the race prejudice dance group.**

A Youth Enrichment programme was launched at Bela-Bela High School on Friday, 20 September.

The aim of the project is to revive the culture of learning and teaching and creating jobs and career opportunities for the youth and children at a very young age. This will play a role in fighting crime, poverty and many other social issues that remained unsolved for some time in the history of the Bela-Bela community.

The programme was full of music, dance and drama items.

The brain behind the project is Mr Josias Ramalekana. He was sent by the Royal Falcon Education Initiative, a non-governmental organisation, to teach the community and students.

The principal of the school, Mr. K.A. Maoka, says this is a very good project, which has brought some changes to the learners and even elderly people in town. The biggest issue is to be able to continue with the programme and to get sponsors to make that dream possible.

The community wants to see changes, and if they do, they are willing to contribute to the programme and work together.

For any contributions please contact the school.

## **Post-research reflections**

A critical review of one's own completed research, in order to identify areas for improvement, and also to uncover any hidden bias, is established good practice. The need for rigour in exposing hidden bias is particularly acute in a study such as this one, where the researcher is also the designer of the programme under study, and the propensity for bias can be considered greater.

The following is a brief summary of my critical findings drawn from further self-reflection, consultations with several experts, and exploration of further avenues in the literature. It must be noted however, that this critical review does not aim to undermine the findings of the research, but rather to test the strength of the conclusions. It is intended to further clarify some unclear concepts used in the study and also to suggest some recommendations for further improvement.

### **Areas of clarification**

A review of the literature indicates that the theoretical underpinning of YEP can be construed within the *systems theory* approach. A system is a collection of parts, which interact with each other to function as a whole (Kauffman, 1980:1). In the systems theory, one looks at all parts in terms of the context within which the parts operate. The aim is to establish patterns of relationships between the parts in the system. Systems theory can be applied well to this research, inasmuch as the study progressively builds up a holistic system, which is based on a chain of

interrelated and integrated concepts and principles related to a life-skills programme for youth. A variety of problems faced by youth, contributing factors, developmental characteristics, philosophical theories, methodological approaches, and design structures that frame the system of YEP are explained and their interdependence is discussed.

Two kinds of systems are identified the closed system and the open system. It is appropriate to consider first which would apply to YEP. A *closed system* is a system, which is fixed, one-sided and exclusive, while an *open system* is growing, dynamic, multi-dimensional and inclusive. One criticism, which might be leveled against YEP, is that it is a closed system. It can be considered to be closed because it is based on theoretical principles that some may find *exclusive*. This criticism could have been soothed if I had been more critical of my own standpoint, and had included arguments from ideologies such as Marxism and Nationalism to contest my theories. It was important to view the world from their standpoint and explain that their “ways of seeing” would be received well in this programme, in accordance with the principles of freedom of thought and expression.

The study could also be viewed as an exclusive and closed system if one considers the acknowledgement that was made explicit at the beginning of the study. *Some of the theoretical principles of the YEP are inspired by Bahá’í teachings* (chapter one par 1.5.2, page 12). I believe this statement could well be misinterpreted and elicit bias against the research basis. Some might think that YEP is a religious



programme in the narrow sense, with a partisan religious agenda, and therefore doubt the objectivity of the research presented. Many scientists and researchers identify their “sources of knowledge” in such a way that they cannot imagine that scientific reality and religious reality co-exist or even complement one another as aspects of the same reality. Thus they would accuse a study of this nature as biased and its system closed. Even the cautionary note expressed *that the reader might doubt the impartiality of the study* (third paragraph, page 12) might do little to deflect such bias, as many might sub-consciously form defensive attitude towards a source, which is foreign to them and to their expressed value system. In other words, one could doubt the impartiality of the readers as much as the impartiality of the researcher. It is worth considering whether the whole research study might be received differently if the declaration of the source of inspiration were made at the end of the study, rather than at the beginning, or even omitted all together.

However, one of the objectives of this research study was to evaluate the theoretical principles of YEP regardless of their source and origin. The intention was to evaluate the theoretical principles of YEP against scientific research and not against any judgment regarding the basis of their inspiration.

As far as the characteristics of an *open system* is concerned, YEP could be better viewed as an open system, inasmuch as it subscribes to transformative learning and a constructivist theory of learning. The programme does adopt multiple theories, and takes a multi-faith, multi-cultural, and multi-method approach,

which welcomes the diversity of ways of seeing and ways of being, and encourages growth and change regardless of one's point of view or value system. The programme does not aim to convert learners to uniform beings with a similar belief system but rather seeks to provide opportunities for self-improvement based on their own values and convictions. Preservation of self-identity is viewed as fundamental.

### **Ambiguous concepts**

Some key principles such as *Oneness of humanity* and *Unity in diversity* have not been clarified explicitly in the text. It is possible that the concept of oneness is misinterpreted as *uniformity* and/or *conformity*. If oneness is interpreted as uniformity it will require the learners to give up their identity and adhere to set principles and ideologies. This in turn in practice, and at the level of implementation, would demand methods such as lecturing or preaching, inculcating and accepting only the "correct" ideas and pressing for consensus, which are the characteristics of a closed system. Conformity would also require abandoning personal ideas and beliefs, subscribing to unquestioned obedience of authority and becoming a non-critical thinker.

By contrast, this study recognises the biological oneness of the human race, with its natural and inherent diversity necessarily intact. The principle of diversity is recognised as an essentially healthy process, observed throughout the natural order, which is not at all contrary to unity and harmony. Indeed the very notion of harmony requires the existence of diversity, not uniformity. Humanity is regarded

as a system within which diverse individuals operate. These individuals interact and influence one another; the same way that different parts participate and influence one another within a single system. The recognition of belonging to the whole, or a system, will help the individuals to be cognizant of their role within the broader world and adapt their behaviour accordingly. Thus they find their lives and destinies inter- connected and inter-related, with the well-being or distress of individual members affecting the well-being of the whole. Furthermore, diversity of thought is highly valued, inasmuch as the spark of truth is often said to arise from the clash of differing opinions. The methodologies and implementation techniques of YEP encourage “unity in diversity” and harmony among the learners. Recognition of the uniqueness of the individual learners, individual differences, the established ground rules that all must participate and every one is entitled to his/ her opinion, the routine of reflection, the lack of lecturing, and the lack of a need for consensus; these all encourage diversity and inclusiveness.

### **Ontological and epistemological standpoint**

Another aspect of the study that merits refinement is further clarification and expansion of its ontological and epistemological standpoint. The systems theory that defines the theoretical approach of this research represents an alternative view of reality. Unlike the positivist view, that construes reality as single, linear, and fixed - an entity that is separate from its researcher and can be predicted - systems theory believes that reality is complex, non-linear, and not separate from its researcher. According to this view, knowledge is formed through construction of

meaning by the individual acting upon his/her own personal experiences and through interacting with the world. Therefore, epistemologically, YEP falls within the constructivist theory, as it provides the learners with multiple representations of reality. Its methods ask the learners to construct knowledge through self-reflection, discussions, and activities. Since reality is complex, different learning domains such as the social, moral, and cognitive have been included and different real-life issues are represented via case studies, scenarios and authentic examples.

### **Dichotomy**

The complex and holistic approach of YEP towards theory, methodology and design at times present a dichotomy in concepts that may appear to some to be irreconcilable. For example, placing science and religion side by side, the rational/cognitive domain next to the spiritual domain, emphasizing both the process and the outcome, and adopting qualitative and quantitative methods may confuse some readers, thinking that the author is not aware of such dichotomies. A careful examination of the ontological and epistemological approaches of YEP shows that the programme is based on multiple views of reality and learning. Different learners construe reality from their personal perspective and each person comprehends a dimension of reality that might differ from the next person. The complex nature of reality, knowledge and diversity of learners requires a diversity of concepts, methods and approaches to learning and developing knowledge. The dichotomies viewed against this background, reflect the complex nature of reality

and the learning process, and are also an indication of the intended versatility of the programme.

### **Areas of improvement**

As far as the empirical study is concerned, even though much effort was made to increase reliability, one could strengthen it by effecting better supervision. As with all field research, the ideal of a closer involvement in the administration and collection of questionnaires by the facilitators may have improved its reliability, and in this case we would have more clearly ascertained the number of questionnaires distributed, contrasted with the percentage of the questionnaires returned. A factor analysis would determine the internal validity of the questionnaires and would establish if the questions actually measure the changes in the three learning domains of learners as claimed.

With regard to the content of the programme and the choice of topics, it may be considered by some that issue of dealing with racial discrimination, widely regarded as a social priority in South Africa, is not sufficiently addressed. However, it is important to note that the programme seeks to tackle the issues around this topic by addressing the genesis of racist ways of thinking, recognising that all discriminations are based on prejudice and stereotypes, which in turn are based on ignorance, and thus offering such themes as Oneness, Unity in diversity, and Prejudice. Nevertheless, due to the importance of this topic a couple of

themes on racial attitudes and racial harmony as well as a theme on teenage pregnancy (another gap area) will be included in the second edition of YEP.

### **New research questions**

It would be very useful to evaluate participants' responses to the various quotations provided as a stimulus to discussion. Were these useful for that purpose? How did participants respond to them? Were they sufficiently diverse? Did they have undue, perhaps prescriptive influence? How could they be improved, and what other stimuli for discussion could be provided?

Conducting a similar research study on YEP in multi-racial schools may also be a fruitful avenue of investigation.

Finally, as part of the intrinsic reflective nature of YEP, continuous evaluation and modification of the programme will be ongoing, for as long as the programme itself lasts.

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