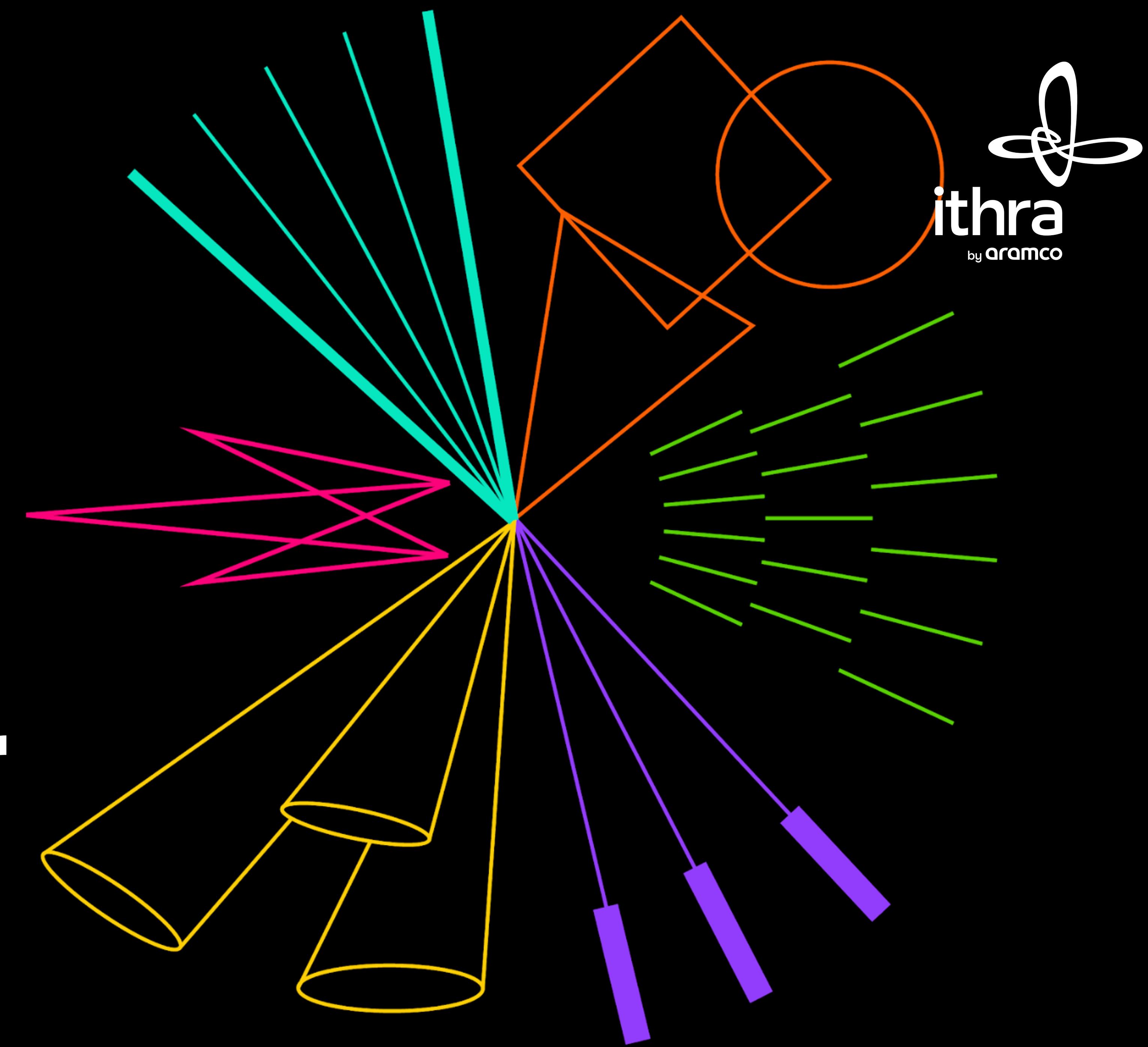
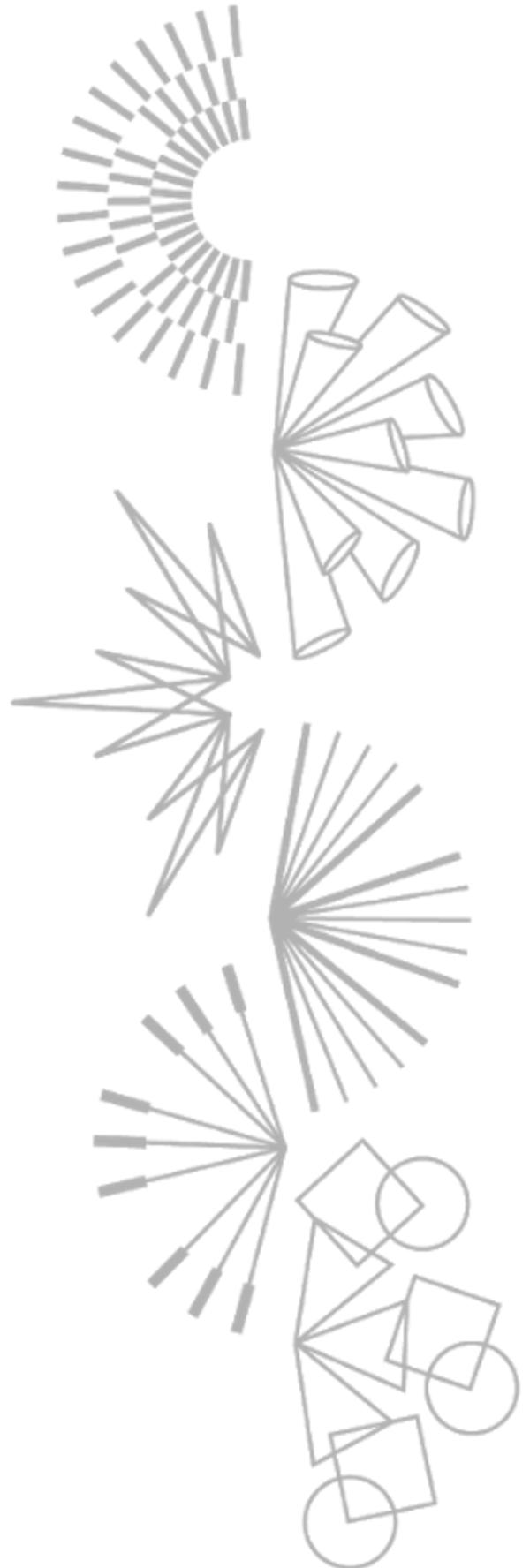
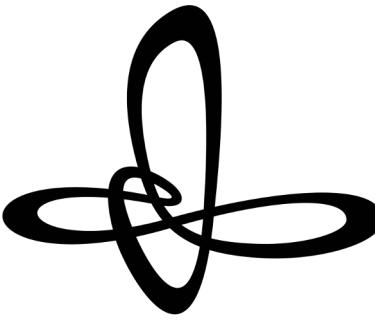


# Facilitator Guideline

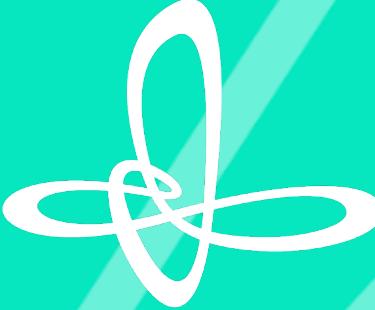


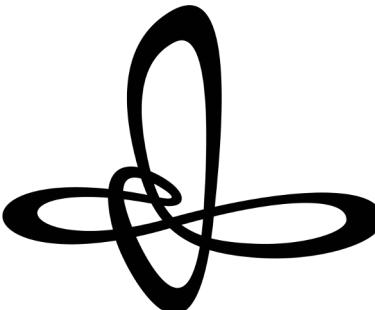
# Contents



- 01 | Teaching philosophy
- 02 | Teaching Strategies
- 03 | Facilitator criteria
- 04 | Project

# Teaching Philosophy





# Constructivism

Constructivists' models of learning are focused on how students actively create or construct knowledge based on their background, past experiences, and new experiences and social interaction or collaboration. In order for learning to occur, successful, meaningful, and lasting, learning must include activity (practice), concept (knowledge) and culture (context).

<https://www.instructionalcoaches.com/portfolio/constructivism/>



# Teaching Philosophy

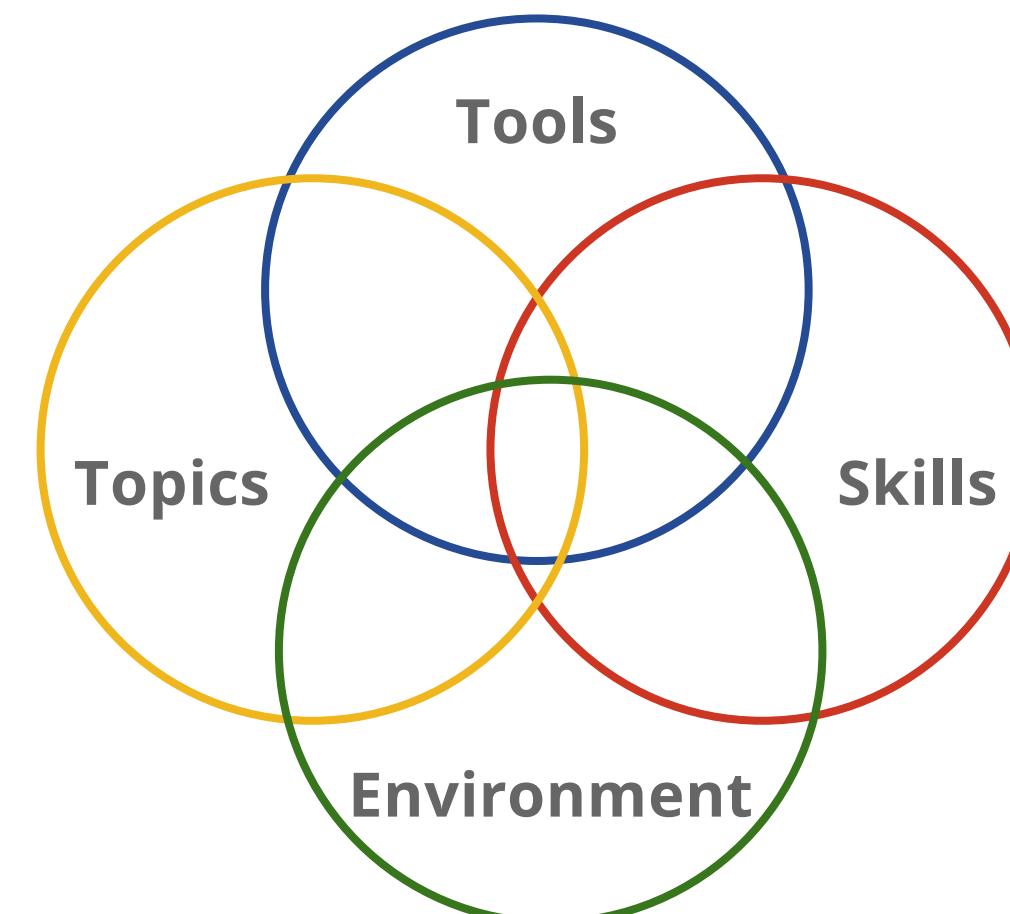
Ithra. Inspiring Hearts. Enriching Minds.

## Topics and content

Our mission is to select what's really interesting about a specific **topics** to open new horizons for learners by cross-linking different fields and interests together.

## Tools

Even though we express a great interest in coping with technology and using the best cutting-edge educational tools,



**30% interactive lecture**  
**70% hands-on activities**

## Skills

**Skills** are our concrete goal. They can be acquired by designing learning experiences that create opportunities to practice these skills in a different themes.

## Environment

The learning environment should be designed to inspire, facilitate, and engage learners in the learning process.

# Our teaching approach



Ithra Academy is offer an enriched experience through out courses for Youth and adults to become the shapers of the future across the six domains.

## Active

Learning is seen as an active process and led from the point of view of the participant and 'didactic'. Learners are seen to construct meaning from relevant and enriched experiences to build upon their existing models and concepts of the world.

## Discovery

Learning takes place through curiosity, engagement and exploration - often described as a discovery' approach or a trial and error method.

## Constructivist

A constructivist approach to learning suggests learning is active, social, builds on prior knowledge and relies heavily on relevance and context to be successful. It is also characterized by placing learners in enriched environments with skilled mentors who can shape and guide discovery.

## Engaging

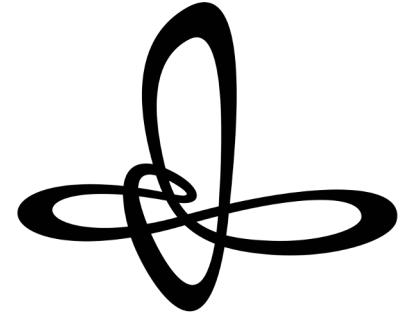
A constructivist approach also suggest the importance of the courses to be participatory and fun. These are characterized by engaging the learners using active teaching strategies.

## Creative

An approach to learning in the academy therefore will be creative, open ended at times, staff led, linked strongly to real life, allow participation, questioning and dialogue and above all be active.

# Teaching Strategies





## Active Learning Strategies



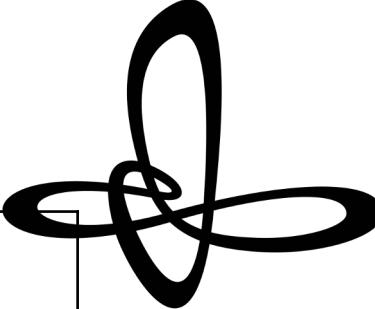
Our Active Learning Strategies help to initiate learners and facilitators into effective ways to help learners engage in activities based on ideas about how people learn.

Multiple active learning strategies should be applied in each learning session.

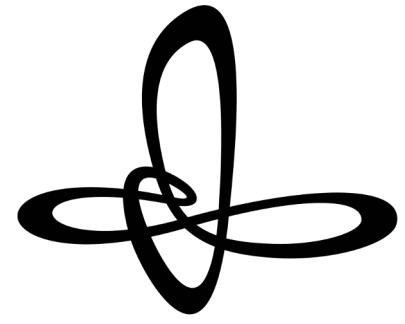
Here's an annotated list of suggested active learning strategies can be used.

### Examples of Strategies

# Ice breaking Activities



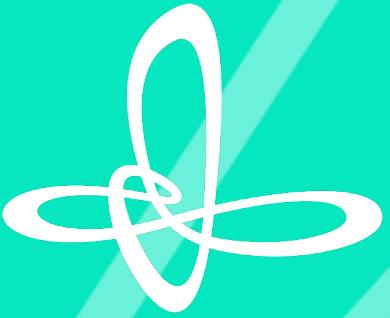
|   |   |  |  |
|---|---|--|--|
| <p><b>Fun Facts:</b><br/>This activity contains the coloured products of different categories and pour them in a box. After everybody has taken the product, explain the number of facts that correspond to the coloured products.</p> <p><a href="#">Fun fact</a></p>                                    | <p><b>What Do You Love?</b><br/>This activity aims to guess the classmate's favourite things. It gives participants paper and pencil. It allows the student to write the name and favourite things regarding music performers, books, games, movies, sports and athletes. Then collect the paper and read the answer from the sheet. The students are to give points and with the largest number of points won.</p> <p><a href="#">What do you love</a></p> | <p><b>Show and tell</b><br/>Instruct participants to bring in something that they cherish, or just want to share with the class. Give each student a turn to come up and tell about the item that they brought in. This way the class will get to know each other and something that makes each student happy</p> <p><a href="#">Show and tell</a></p>   | <p><b>Toilet paper</b><br/>Toilet Paper - Pass a roll of toilet paper around and tell each student to take as much as they would like. Then, after some students have taken a huge amount, reveal that for each piece of toilet paper they must say a fact about themselves!</p> <p><a href="#">Toilet Paper</a></p> |
| <p><b>Name Pictionary:</b><br/>This allows the student to write the names with the help of drawing pictures containing the objects that begin with the right letter. Therefore the group has to spell it right and also guess the right name.</p> <p><a href="#">Name Pictionary</a></p>                  | <p><b>Giant Jenga:</b><br/>Buy a set of giant Jenga and put the answers over every block. Every student has to pull the block and answer the question. This is quite sure that laughter will be as students try the tower from tumbling down.</p> <p><a href="#">Giant Jenga</a></p>  | <p><b>Rock Star:</b><br/>This activity allows the team to grab a word from the box and try to sing different songs from the particular word they can. See the time for how much longer they will go till they use the word and run out of songs.</p> <p><a href="#">Rock star</a></p>  | <p><b>Who Am I?</b><br/>This activity uses a notecard that contains the facts. Where the students have to ask questions in yes and no form. The person who gives the right answer will win.</p> <p><a href="#">Who I am</a></p>  |
| <p><b>Race for the Truth:</b><br/>Makes every person stand on the beginning line while the leader presents the facts. If the facts stated are true then the student will move forward by one step. Whereas the person who crosses the finish line will win.</p> <p><a href="#">Race for the Truth</a></p> | <p><b>Autobiography:</b><br/>This contains a close knit that includes the drama cast, music practitioner and the sports team allowing everyone to define their lives in just a single sentence. This is considered difficult but a person can learn more from it.</p> <p><a href="#">Autobiography</a></p>  | <p><b>Expectation:</b><br/>This is a simple <a href="#">icebreaker</a> that encourages them to be creative. Each participant is asked three simple questions:<br/>What is your name?<br/>What do you hope to get out of the class<br/>What could be the craziest thing that could happen if their expectations of the class are met? Encourage participants to think of a crazy and interesting outcome after completing the class!</p> <p><a href="#">Expectation</a></p> | <p><b>Pows and Wows:</b><br/>This activity helps the team and classroom of students to build up the camaraderie. This consists of every person sharing the most good thing and bad thing from the whole day. This activity is quite simple but it is also effective.</p> <p><a href="#">Pows and wows</a></p>        |



# Brainstorming Activities

|   |   |   |   |
|---|---|---|---|
| <p><b>Changing Perspectives:</b></p> <p>This activity allows the student to put them in someone else's shoes and think from that person's perspective. This helps them to easily connect to other things related to study and also broaden their thinking.</p> <p>This activity allows the student to put them in someone else's shoes and think from that person's perspective. This helps them to easily connect to other things related to study and also broaden their thinking.</p> <p><a href="#">Changing Perspectives</a></p> | <p><b>Just Write:</b></p> <p>The activity involves the student writing for 10 minutes constantly for every second and can never stop writing. Once the time is over, allow them to look into the idea that sprang their mind and sort out that moment.</p> <p><a href="#">Just Write</a></p>  | <p><b>Multi-purpose Items:</b></p> <p>This activity helps to create as many ideas in case of quick succession irrespective of how odd it may be. This allows the student to give an object and ask them to list different uses of the object as possible. It may be a typical object and encourages off the wall creative thinking.</p> <p>This activity helps to create as many ideas in case of quick succession irrespective of how odd it may be. This allows the student to give an object and ask them to list different uses of the object as possible. It may be a typical object and encourages off the wall creative thinking.</p> <p><a href="#">Multi-purpose Items</a></p> | <p><b>Break Off Into Small Groups:</b></p> <p>Each group has a group leader with a dedicated recorder. And the students are encouraged to participate in the offering ideas. The session allows the student to categorise the ideas. Choose the category to encourage creativity. Students are to be provided with the format that contains the mind map and free form list having the time and quantity to work better in a structure. This makes students comfortable to share their ideas, so that everybody can benefit from the resulting creativity.</p> <p><a href="#">Break off into small groups</a></p> |
| <p><b>Cultural Exchange Dictionary:</b></p> <p>This allows them to go around the classroom and collect a different range of words that shows particular cultural meaning. Then you have to draw them to demonstrate the method of creating an effective brainstorm. Ask the student to write about a culture significant item in their cultures then collect the answer and compile the ideas in the dictionary.</p> <p><a href="#">Cultural Exchange Dictionary</a></p>  | <p><b>Talking Timebomb:</b></p> <p>This works by giving students a main topic or theme as the starting point. Then they are chosen and they have to say a single word that suits that theme. Where the next student has to figure out the thing called the passing system. It works best with the physical objects.</p> <p><a href="#">Talking Timebomb</a></p> | <p><b>No Subtitles:</b></p> <p>To think quickly and efficiently this activity is considered ideal. This allows you to take a scene from a movie or film and play with no sound and subtitles. Then ask the student to imagine the character and give creative ideas and that can be great fun.</p> <p><a href="#">No Subtitles</a></p>  | <p><b>Mind mapping</b></p> <p>Another visual brainstorming technique, mind mapping addresses the anchoring effect—a common brainstorming challenge where brainstormers fixate on the first ideas instead of coming up with new ones. Mind mapping does this by using the first idea to inspire other ideas.</p> <p><a href="#">Mind mapping</a></p>   |

# Facilitator Criteria

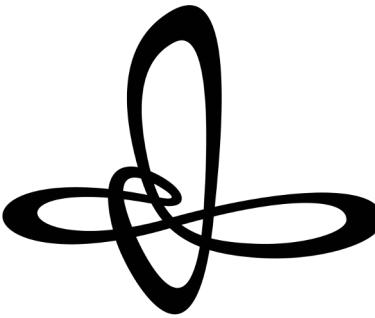


**1. Course KP/facilitator:**

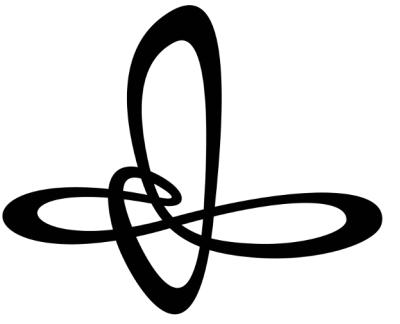
| Creates a Safe, Welcoming Environment  |   |
|--|---|
| 1  | Arrives on time; sets up and begins on time.  |
| 2  | Greets participants as they arrive; places them at ease   |
| 3  | Sound level was loud enough for everyone to hear  |
| 4  | Introduces themselves, shares professional background and offers contact information, if appropriate                            |
| 5  | Welcomes participants; performs introductions as appropriate.   |
| 6  | Represents the field favorably; conducts self in a respectful manner, offers current knowledge and demonstrates confidentiality |
| 7  | Ice breaking activity   |
| Demonstrates Respect for Individual/Audience Needs                               |   |
| 8  | Listens actively and is responsive to needs and questions   |
| 9  | Listens actively and is responsive to needs and questions   |
| 10   | Encourages participants' contributions to learning  |
| Respects the Diversity of the Participants and Demonstrates Cultural Sensitivity |   |
| 11   | Respects differences and encourages dialogue between learners from different cultures   |
| 12   | Facilitates communication that is culturally relevant and unbiased  |

**Keeps the Training Focused**

| 13                                       | Presents agenda/outline at the beginning, but retains some flexibility to support learners' needs |
|--|---|
| 14                                       | Allots time appropriately to meet objectives and complete necessary assessments                   |
| 15                                       | keeping participants engaged and bringing the group back if discussion goes off topic.            |
| 16                                       | Starts and ends promptly and offers timely breaks   |
| Includes Active Learning Experiences     |   |
| 17                                       | Chooses activities that are relevant to the training and to real-work settings                    |
| 18                                       | Provides various methods for interacting with the material  |
| 19                                       | Hooks participants with an interesting story, statistic, fact or case study                       |
| Evaluation and Assessment (Pre- & Post-) |   |
| 20                                       | Measure prior knowledge   |
| 21                                       | Conduct post evaluation to measure the gained knowledge   |
| 22                                       | Check participants understanding  |



|    |   |
|----|---|
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# Project



| <b>Project</b> | <b>Project objectives</b> | <b>Project deliverables<br/>(what should participants include)</b> | <b>Project criteria</b> | <b>Evaluation(out of 5)</b> |
|----------------|---------------------------|--|-------------------------|-----------------------------|
|                |                           |  |                         |                             |
|                |                           |  |                         |                             |

# Thank you

