

YMCA Training – Wellness centre fundraising project

Session Plan for YMCA Training Welwyn Garden City

Session Title:	The uMngeni Aids project	Client Group:	E2E for young people aged 16 – 18 years.	Duration: 6 hours
AIMS (must link to scheme of work)	This session is part of a project to educate young people about cultures different from their own. It will also help them to learn about HIV/AIDS and the importance of protecting themselves. This session will also develop the learner's communication, application of number and ICT skills as well as team work.			Session Plan Ref No: Day 1
OBJECTIVES	<p>By the end of the session the learners should have a basic understanding of the following:</p> <ul style="list-style-type: none"> ○ The aim of the AIDS project ○ How they can become involved in a fundraising event to raise money for the uMngeni Wellness Centre ○ Where uMngeni is ○ The population of South Africa & the United Kingdom ○ The purpose of the Wellness Centre ○ The skills they can develop whilst taking part in the project 			
BACKGROUND/ PRIOR LEARNING	None required as full training and support will be given			
TIMING	STAGES	STUDENT ACTIVITY	RESOURCES	DIFFERENTIATION
5 minutes	Welcome and domestics	Listening	PowerPoint presentation on domestics	Handouts to be given to those who may need them to follow

YMCA Training – Wellness centre fundraising project

10 minutes	Carry out the Ellie's moment of madness activity from page 76 of the Voice it! Moments of madness book.	Communication, artistic expression, imagination, creativity, team work, concentration, spontaneity, quick thinking.	Bizarre Story! Card deck, Play-doh, pen and paper, Voice it! stopwatch	Tutor encouragement and support. Carry out a demonstration to the learner's so that are fully aware of what is being asked from them.
30 minutes	Insight into the aims and objectives of the uMngeni project. Hand out a folder to each learner and ensure they name them. Explain that this is purely for this project and must be handed in at the end of each session.	Listening and reading presentation power point	Power point presentation and explanation on the work YMCA Training has already done to help the uMngeni centre. Portfolio for each learner.	Audio available for those with sight impairment
15 minutes	Split the group in half. Give each group the access to a laptop /computer with the internet on it. Ask them to log into www.sheppardsoftware.com . Here they can select the Africa, Europe or world map quiz. Encourage them to start at level 2 as this is a drag and drop quiz. Encourage the learners to complete this interactive activity as a team	Communication and teamwork. Knowledge and understanding of the world, Geography.	Laptops /computers with internet access.	Tutor encouragement and support.
5 minutes	Ask the group how many countries they got correct and discuss the location of South Africa and UK, looking at the size of each.	Listening and discussion	Results of task.	Tutor encouragement and support.

YMCA Training – Wellness centre fundraising project

10 minutes	BREAK			
20 minutes	<p>Welcome the learners back from their break and explain that they will now be starting Task 1 of their Communication project. Hand out the log book for Communication level 1 & fill in page 1 with their name and today's date. Read through pages 5 about parts A & B. Read through the "discuss" section of page 6.</p> <p>Start a general discussion on AIDS/HIV and explore the learner's opinions and views. Encourage all the learners to express their opinions and views and try to discover where their views originate from. Allow the learners to lead the discussion and then observe them for key skill C1.1.1 & C1.1.2.</p>	Listening, understanding and communication.	<p>YMCA Training assessment records</p> <p>Pens</p> <p>Com L1 handbook</p>	<p>Tutor support and encouragement.</p> <p>If learners are not confident or comfortable discussing this topic as a group then a one-to-one discussion would be acceptable.</p>
10 minutes	<p>Now explain to the learners that the task is to devise a questionnaire for the class, family, friends, neighbours and the general public to gather information to gain an insight to other people's knowledge and opinion of HIV & AIDS.</p> <p>Explain to the learners that they will be using the information from the questionnaires as part of their project and they must gather at least 10 completed questionnaires. It is their choice where the information is sought.</p>	Listening discussion, problem solving.		Tutor support and encouragement

YMCA Training – Wellness centre fundraising project

<p>10 Minutes</p>	<p>Help the learners to come up with ideas of questions by carrying out a brain storming session.</p> <p>At this stage please remind the learners that confidentiality is crucial and they must be sensitive and understand if people do not wish to take part in completing the questionnaires.</p>	<p>Making notes, listening, understanding and discussion</p>	<p>Pens Flip chart paper and pens Appendix 1</p>	<p>Tutor support Encourage note taking where necessary.</p>
<p>30 minutes</p>	<p>Encourage the learners to devise their questionnaires, including an explanation on the top of why they are collecting the information. They must check their completed ones with you. Please explain to all learners that they MUST keep ALL rough work, even work with mistakes on them.</p>	<p>Creativity, discussion and using initiative.</p>	<p>Paper Pens</p>	<p>Tutor support, guidance and encouragement</p>
<p>20 minutes</p>	<p>Ask the learners to type up their questionnaires, save them to disk, check them with you, then make any changes.</p> <p>Once they have completed them they can photocopy the amount they need. The original must be put in their portfolio as evidence.</p>	<p>ICT skills, spelling and grammar checking, discussion, proof reading.</p>	<p>Computer access Pens Paper Disks</p>	<p>Tutor support, guidance and encouragement</p>
<p>60 minutes</p>	<p>LUNCH</p>			

YMCA Training – Wellness centre fundraising project

<p>5 Minutes</p>	<p>Welcome the learners back from their lunch.</p> <p>Now allow the learners to choose who they would like to collect their data from.</p> <p>If they would like to collect it from the class or the public then they can carry out this task now, under supervision.</p> <p>If they want to collect it from friends, neighbours and family then they may take these away with them and return tomorrow.</p>	<p>Making notes, listening, understanding and discussion</p>	<p>Pens Copies of questionnaires</p>	<p>Tutor support (1:1 if required)</p> <p>Enlarge text if required</p>
<p>60 Minutes</p>	<p>The group can either be collecting data for their questionnaires or moving onto Task 2.</p> <p>Task 2 is about learning and researching about HIV & AIDS to gain an insight and knowledge and understanding of the topic. The learners can use the internet to research, be given fact sheets and real people's life experiences who are HIV infected, and visit the library.</p> <p>Whatever task they chose they must be supervised at all times.</p>	<p>Reading, listening, concentrating and communicating</p>	<p>Pens Copies of questionnaires</p> <p>Access to internet & library.</p> <p>Handouts 1, 2, 3, 4 & 6 on HIV/AIDS.</p> <p>Handy websites handout 5.</p>	<p>Tutor support</p> <p>Enlarge text on screen or questionnaires if required</p>
<p>10 minutes</p>	<p>Ask the group to come back together to share their findings so far.</p>	<p>Communication, team work, listening and discussion.</p>	<p>Information gained by learners</p>	<p>Tutor encouragement</p>
<p>10 minutes</p>	<p>BREAK</p>			

YMCA Training – Wellness centre fundraising project

<p>50 Minutes</p>	<p>The group can now go back to gaining data or researching. By the end of today the learners must have collected at least 2 articles of research on HIV/AIDS. These should be photocopied and put into the learners' portfolios.</p>	<p>Communication, teamwork, thinking and knowledge of gained of HIV/AIDS.</p>	<p>Information gained by learners.</p>	<p>Tutor support and encouragement</p>
<p>30 minutes</p>	<p>Ask the learners to return to the room.</p> <p>Have a general discussion about the day; what they have done and found out etc.</p> <p>Encourage the learners to put all today's work in their portfolios, ensuring each piece is signed and dated by them. This includes the learner's observation. Log the observation on the logbook page 13.</p> <p>Ask each learner to hand in their portfolio.</p> <p>Praise each learner for their work today.</p>	<p>Listening, communication, thinking and knowledge and understanding.</p>	<p>Pens Portfolio's Hole punch or plastic wallets</p>	<p>Tutor support (1:1 if required)</p> <p>Enlarge text if required</p> <p>Handouts for learners if required</p>