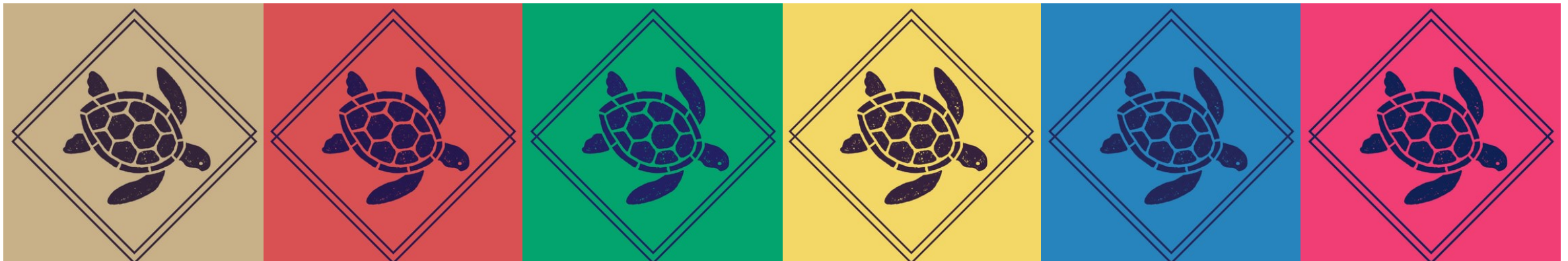


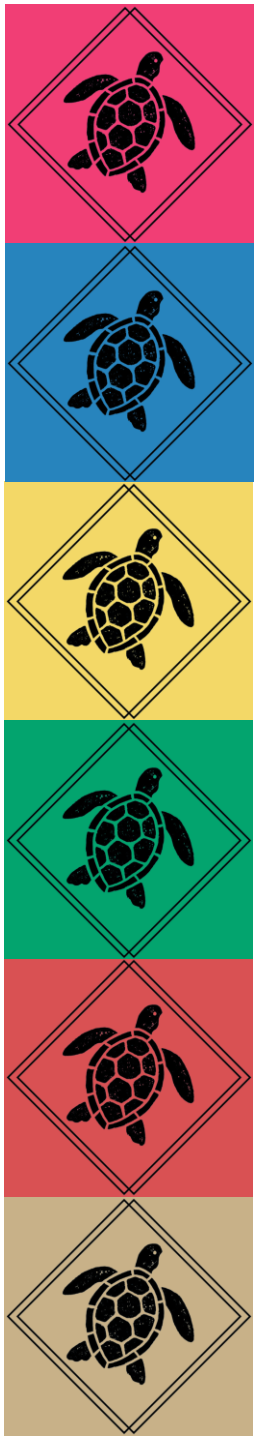
Teach practical skills

This resource supports the development of level 1, stage 1
design capabilities.



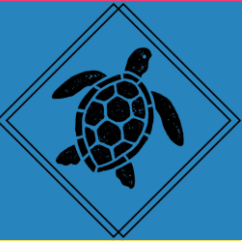
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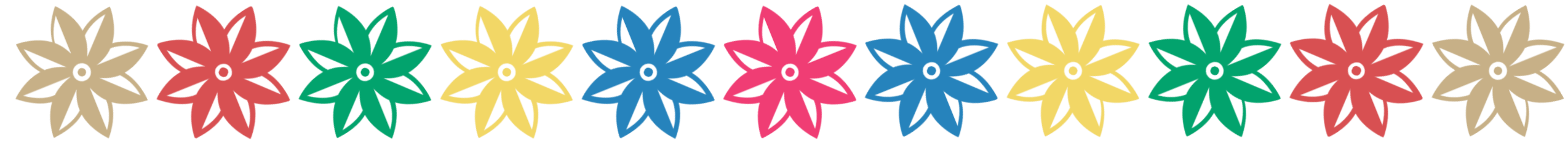


1. Introduction

- When we talk about practical skills, we mean hands-on skills.
- For example, the practical skill of frying an egg includes doing these things:
 - switching on the stove
 - cracking the egg into a frying pan
 - removing the egg with a spatula.



2. Competence



What is competence?

- Competence refers to a person's ability to perform tasks to the standard needed in the workplace.
- Competency-based training focusses on supporting learners to become competent in skills and knowledge that are specified in a standard.
 - At first, we are consciously competent.
 - With practice, we become unconsciously competent.

When we are unconscious, we are not aware.

When we are conscious, we are aware.

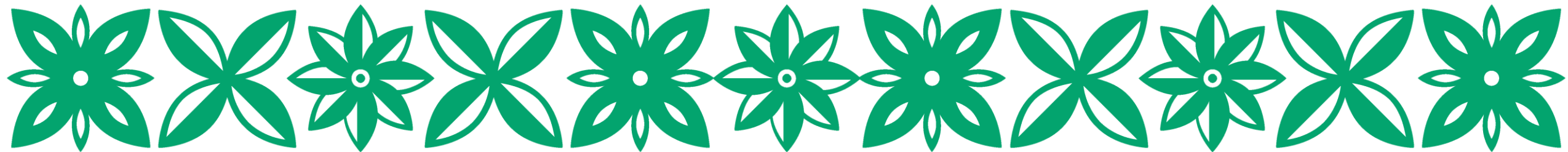


Examples

- When you first get your driver's license, you are competent, but you still think about indicating. You might still be nervous in traffic. We call this conscious competence.
- As time goes on and you get more practice, driving becomes second nature. You do not have to think about indicating – you just do it. We call this unconscious competence.

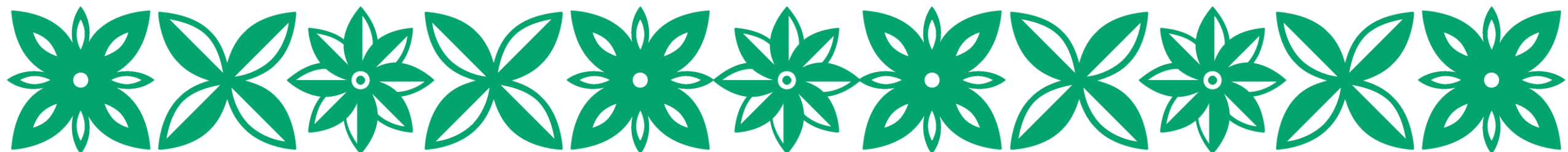


3. Learning



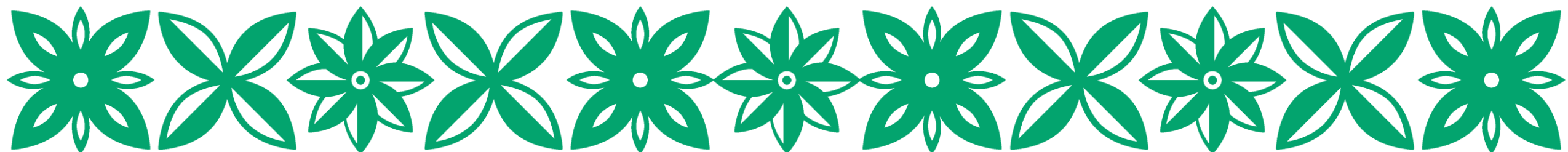
How we learn

- We learn by using our senses.
- There is no right or wrong way to learn.
- We all learn in a variety of ways.
- Learners may prefer some ways of learning over other ways.
- When learners use more than one way to learn they improve their learning outcomes.



Visual activities

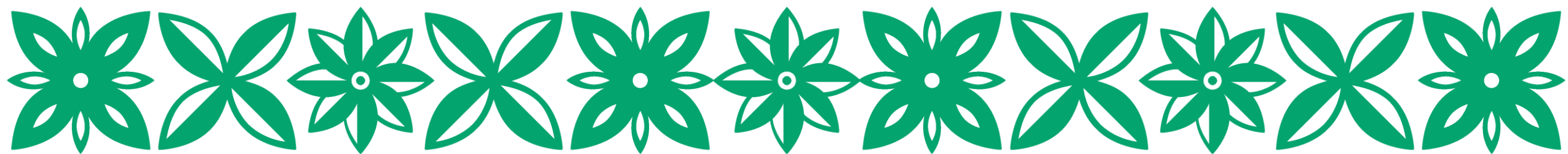
- Learners see, watch, and observe.
- Activities and resources include:
 - Diagrams
 - Graphs
 - Photographs
 - Demonstrations
 - Modelling
 - Templates
 - Videos.
- Visual aids can help learners to see the big picture and how things fit together.



Reading and writing activities

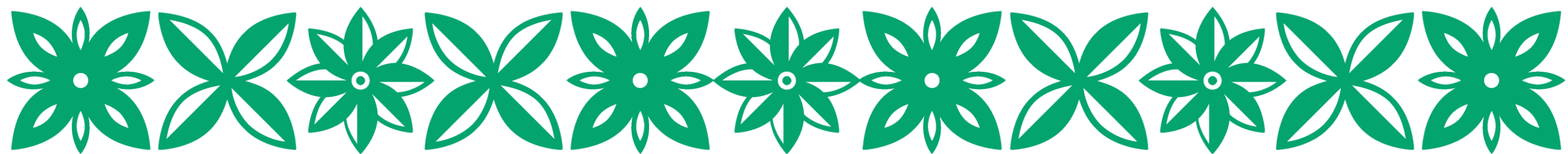


- Learners read and write about the topic.
- Activities and resources include:
 - Books
 - Online information
 - Written procedures
 - Checklists
 - Presentations
 - Research
 - Writing notes.



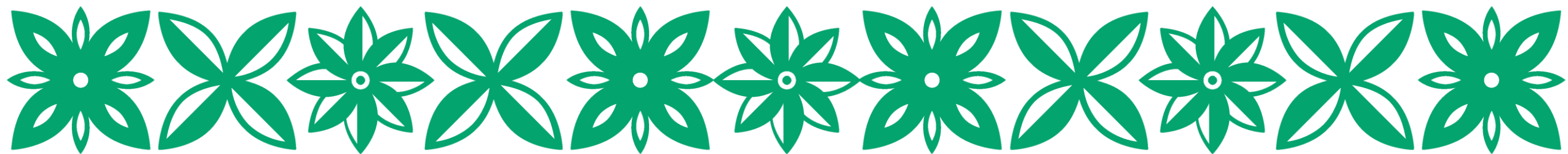
Auditory activities

- Learners hear, listen, and discuss.
- Auditory activities include:
 - Lectures
 - Videos
 - Podcasts
 - Verbal instruction
 - Group discussion
 - Peer support



Practical activities

- Learners use their hands to practice, make, do, build, create, and have ago.
- This is also known as kinaesthetic learning.
- TVET learners often enjoy using their hands as they are often training for practical skills.



Becoming a good trainer

- Find out about learners' preferences by:
 - Asking for feedback
 - Observing their engagement in sessions
 - Using formative assessment.
- Design activities using the approaches your learners prefer.
- Always use a variety of activities to teach each concept.

Formative assessment checks learners' progress toward learning outcomes.

Some easy methods to use, that do not stress the learners, are:

- A fun quiz - try Mentimeter
- Observation – watch and see how they are going
- Discussion – chat through the topic to see if they understand
- Ask them –ask learners how confident they feel about their learning.





Peyton's four step approach

The steps

Rodney Peyton designed this approach to teach people how to do complex medical surgery. You can use the approach to teach anything practical.

Step 1: Demonstrate

- Demonstrate the skill at a regular pace
- The learner learns by seeing and hearing

Step 2: De-construct

- Break the skill into steps for the learner
- They learn by seeing, reading, writing, hearing and doing (smaller activities)

Step 3: Re-construct

- The learners put the steps back together again
- They learn by doing

Step 4: Performance

- The learners perform it on their own
- They are competent



Step 1: Demonstrate

What is a demonstration?

- Show your learners the skill at a normal pace and without comments. Demonstrate the skill in one of these ways:
 - Perform the skill yourself
 - Get someone else to perform the skill
 - Show a video of the skill being used
- This gives your learners an overview of what the skill looks like.

Why is this important?

- Learners can see what they are aiming for.
- A demonstration gives a model of what needs to be achieved.
- Imagine putting together a jig-saw puzzle. You will complete it much faster and with less frustration if you know what the final picture will be.



Step 1: Examples



Fry an egg

Show your learners how to fry an egg. You perform this skill at a regular pace. You do not give any explanation or guidance. You just show them what the skill should look like.



Install something

Show your learners how to build something, measure something, test something or install something.



Step 2: De-construct

What is deconstruction?

- Chunk the skill into smaller steps.
- Demonstrate again at a much slower pace and talk through each step.
- You could:
 - use a video and pause before or after each step to discuss
 - use a presentation with illustrations, diagrams or photos and give learners notes to refer to later

Why is this step important?

- There are often many small essential steps to completing a work task.
- Breaking down into these smaller steps allows learners to notice and learn about each of these.
- Spend time on every step, so your learners understand:
 - exactly how you do each step
 - why you do it this way.



Step 2: Examples

Steps to fry an egg

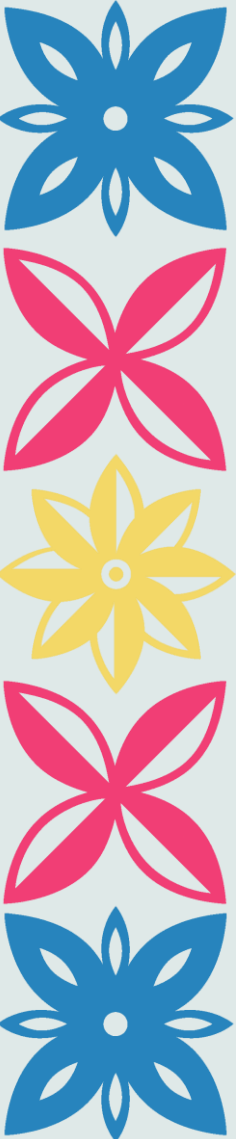


1. Prepare the kitchen and equipment
2. Check the frying pan is ready
3. Crack the eggs
4. Cook the eggs
5. Remove the eggs from the frying pan with a spatula
6. Serve the eggs
7. Clean the kitchen

Steps to install something

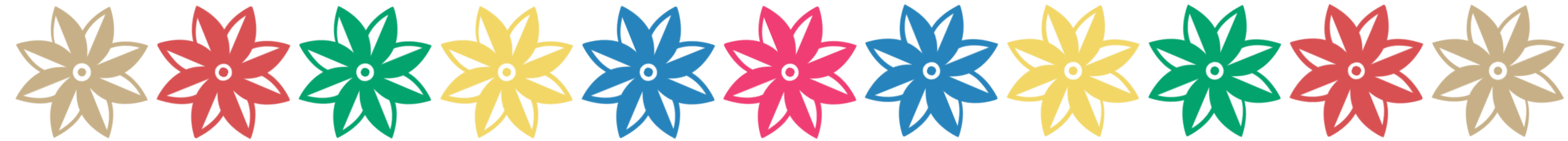


1. Prepare the area for installation
2. Follow several steps (explain each in detail) to complete the installation
3. Check or test the installation
4. Clean the area
5. Carry out any maintenance on tools
6. Report any issues and what was completed



Step 3: Re-construct

- Re-constructing is putting the steps back together again to complete the whole task.
- An approach you can use:
 1. Give your learners a scenario where the skill is needed.
 2. Ask them you give you step-by-step instructions and directions while you do the task
 - You could also use a video or a guest presenter to do the task.
- Repeat this approach until your learners are consciously competent.
 - This means that they are competent and know they are competent.



Step 3: Further ideas

- Encourage learners to use active language, as if they are doing the steps themselves.
 - For example, "I am doing this. Next, I am doing that."
- When a learner says, "I would do it this way", it is like they are not the person doing the action.
- When they say, "I am doing this", it is like they are doing it themselves.
- This might seem like a small thing but saying it out loud important.
- By saying, "I am doing this", learners are preparing their brains, so that they can perform the skill themselves.



Step 3: Examples

Steps to fry an egg



- You fry the egg, but your learners tell you how to do it.
- Encourage them to begin with "I am".
 - I am checking that I have all the ingredients
 - I am checking that I have all the equipment
 - I am switching the stove on

Steps to install something



- You do the installation, but your learners will tell you how to do it.
- Encourage them to begin with "I am".
 - I am checking the surface by ...
 - I am mixing the cement by ...
 - I am using a hammer to ...



Step 4: Performance

- Learners perform the skill on their own.
- With practice, the skill becomes second nature to them.
- They can repeat it frequently.
- During this step, the learners become unconsciously competent.
 - They can perform the skill without thinking about the steps anymore.

