

# Prepare learning resources



## Training provider series: Planning an income oriented short training course

© Copyright EOSDP 2006  
Published by: PNG EOSDP  
Written & developed by: PNG EOSDP  
Produced by: Uramina and Nelson Ltd.  
ISBN: 9980-937-99-X  
National Library Service of Papua New Guinea

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# Introduction

This module is part of a series on planning an income oriented short course. It has been written for individuals or groups interested in organising and delivering training for people with income earning ideas. In particular, this book targets:

- training providers
- community leaders
- NGOs
- church groups
- individuals with some training experience.



**What does income oriented mean?**



**It means thinking about ways to make some money**

## Learning outcome



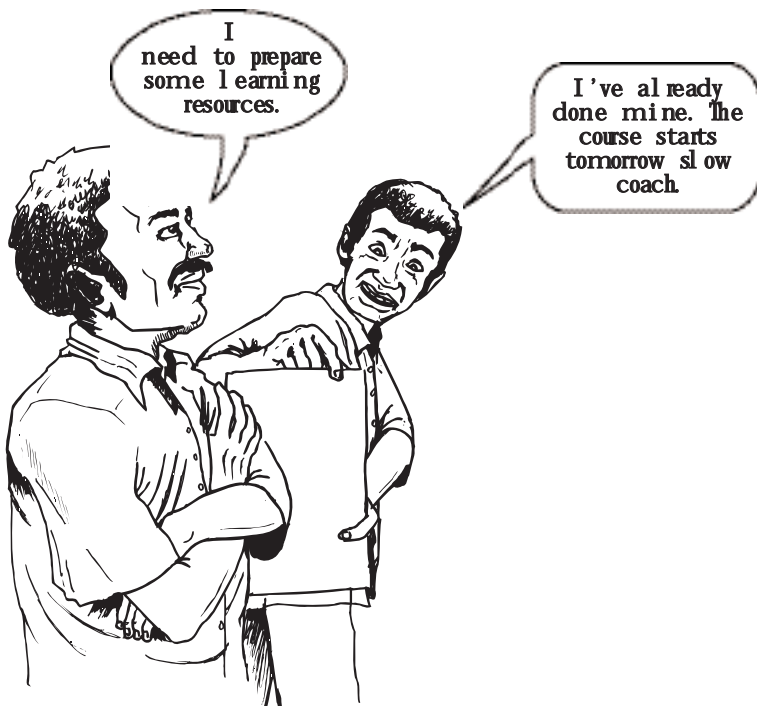
**What's a learning outcome?**

**It's a statement which indicates what you should be able to do after you have read through the module and completed the activities**



The learning outcome for this module is as follows:

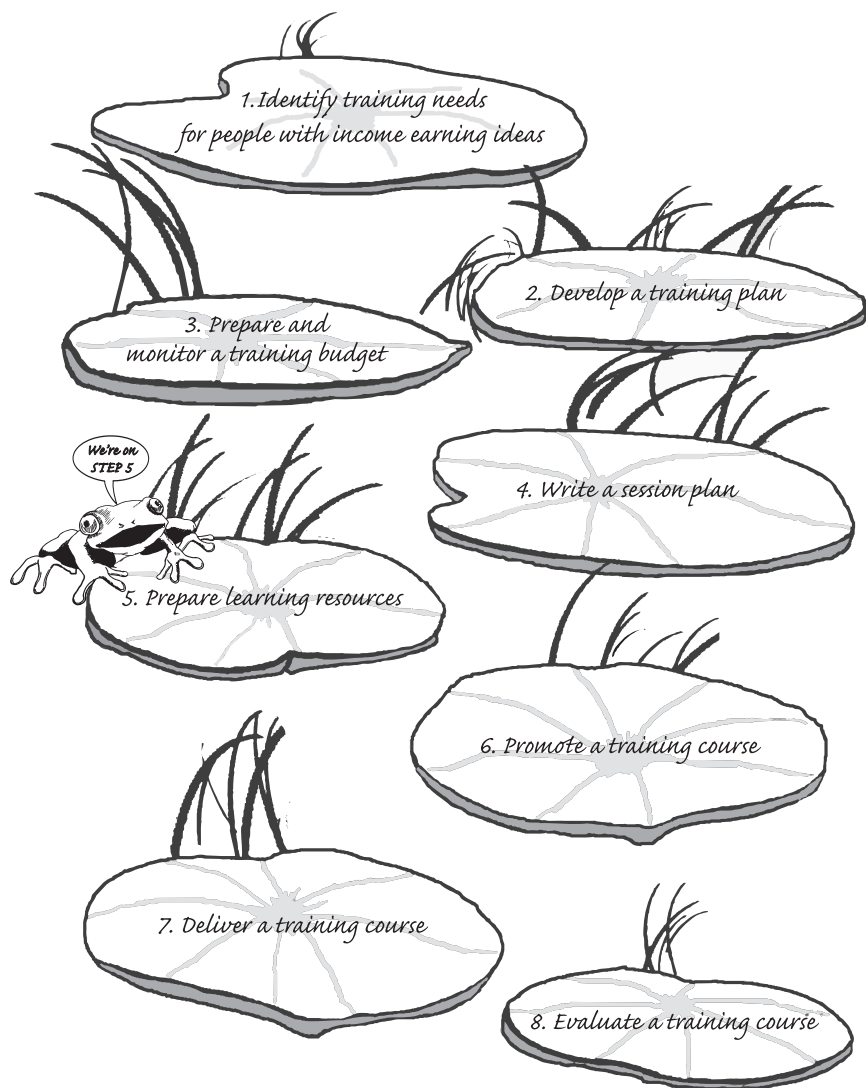
**"At the end of this module you should be able to prepare learning resources for an income oriented short training course using the formats provided."**



This module will help you to prepare learning resources. It is only a guide for you to build on.

# Planning an income oriented short training course

To plan an income oriented short training course you should follow this step by step process. Preparing learning resources is the fifth step in the process.



## What are learning resources?

Learning resources are used to help the trainee learn and include:

- handouts
- workbooks.



## Preparing learning resources

Before you can prepare learning resources you need to have written a session plan. The session plan helps you plan the information you are going to present to trainees during the training. Learning resources help the trainees to learn what you are training them to do. It is important that learning resources are consistent with the information you are going to cover.

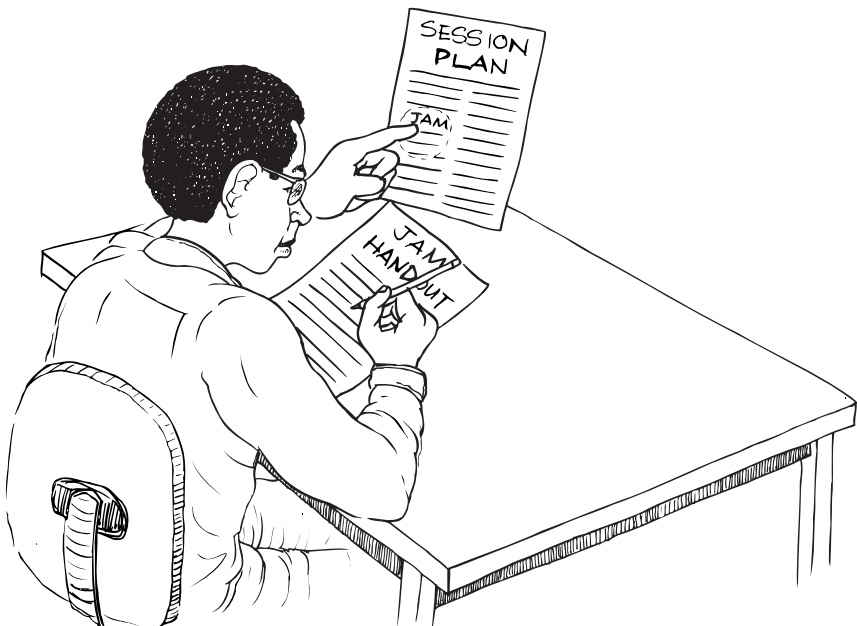
If you have not completed a session plan you should refer to the module *Write a session plan*.

An example of a completed session plan is in **Appendix A** at the end of these notes.

### Handouts

A handout is a good learning resource because trainees have written information to refer to during the training and after the training is finished.

Handouts are good for listing instructions or a recipe that needs to be followed or for diagrams that indicate how something is made. It is important to use pictures and diagrams instead of lots of writing. When producing handouts you should make sure the content is easy to read and that diagrams or pictures are clear.



## How do I prepare a handout?

Look at your session plan and decide if there is any information you need to cover that would benefit the trainees if presented in handout. Consider parts of your training where you are referring to:

- a list of items or ingredients
- a process for trainees to follow such as a recipe
- the parts of an item such as a piece of equipment.

You should use pictures and diagrams where possible as these are often more effective than lots of writing.

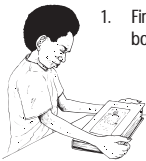



An example handout from the mango jam making course is in **Appendix B** at the end of these notes. Refer to the example and check to see that it is consistent with the session plan in **Appendix A**.

An example of a handout using pictures to good effect is in **Appendix C** at the end of these notes.

*Which of these two handouts below is easier to follow?*

### Balance a book on your head

- 1: First get a book
- 2: Place it flat on top of your head
- 3: Stand still with the book on your head
- 4: Don't let the book fall off

How to balance a book on your head	
 <p>1. First get a book.</p>	 <p>2. Place it flat on top of your head.</p>
 <p>3. Stand still with the book on your head.</p>	 <p>4. Don't let the book fall off.</p>

*How are they different?*



## Workbooks

The book you are currently reading is an example of a workbook. Workbooks, like handouts are a useful way of providing information to trainees.

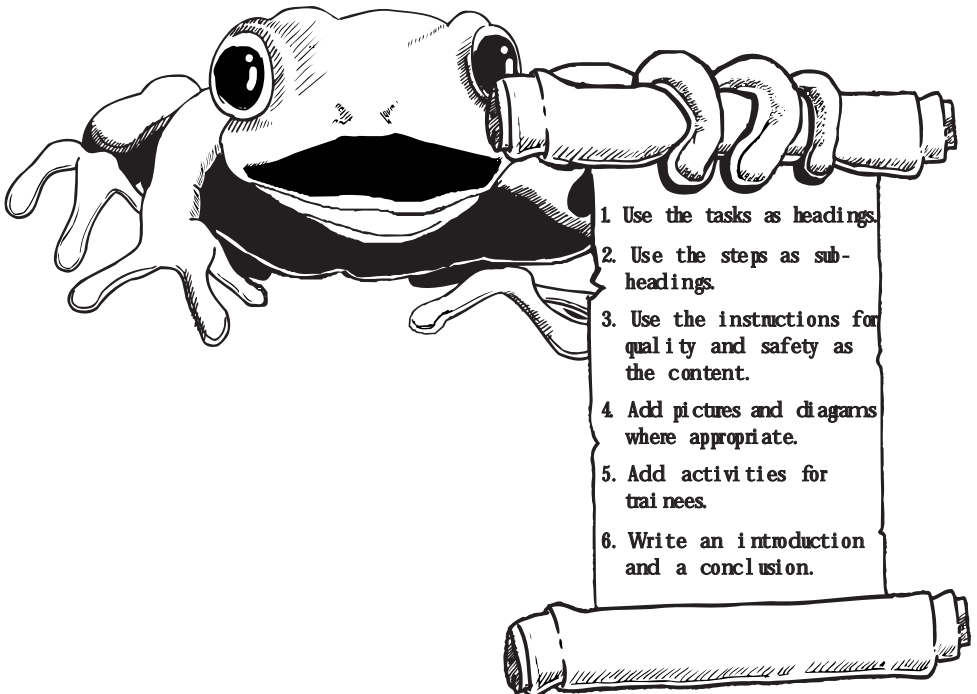
Workbooks have the added advantage of allowing you to build in activities and exercises you want to complete during the training. This helps the trainees to remember what you are talking about and gives them something to refer back to later on.

If you are going to write a workbook for your training course you need to put the information together in a way that will help the trainees to learn. This means that the information in your workbook should be presented in the same order that you would cover during the training.

### How do I write a workbook?

Use the session plan as a basis for your workbook. It contains information about the tasks that need to be completed to achieve the learning outcome. For each task the session plan includes steps and instructions for quality and safety. These provide the framework for the content in your workbook. Tasks can be used as headings and steps as sub headings. Information about quality and safety can be included under these headings.

Follow these steps:





## Use the tasks as headings

### Example

Let's look at the jam making course as an example. Refer to the session plan in **Appendix A** at the end of these notes.

What are the tasks?	
1. Sterilise the jars	✓
2. Prepare the ingredients	✓
3. Cook the fruit mixture	✓
4. Package and label the fruit	✓
5. Sell the jam	✓

Each of these tasks can become a heading in the workbook. Under each of these headings you could put the steps as sub headings and the instructions for quality and safety as the content.



## Use the steps as sub-headings

The steps can be used to write sub headings for the workbook. The headings don't have to be exactly the same wording as in the session plan but can be shortened to make the workbook more readable. Remember the session plan is for the trainer, while the workbook is written for use by the trainees. It is important, however that the headings in the workbook contain the same idea as the steps in the session plan.

### Example

Tasks	Steps
1. Sterilise the	1.1 Select jars
jars	1.2 Wash the jars and lids
	1.3 Put the clean jars and the lids on a rack in a pot with clean water
	1.4 Put pot on the stove and bring the water to a boil
	1.5 Stand sterilised jars on a drying rack to air dry

Using these steps as a basis the sub-headings in the workbook could be:

- Select jars for use in jam making
- Wash jars and lids
- Place jars and lids in the pot
- Boil the jars
- Allow the jars to dry.

3



## Use the instructions for quality and safety as the content

### Example

Refer again to the jam making course as an example. What are the steps and instructions for quality and safety for the first task?

Tasks	Steps	Quality	Safety
1. Sterilise the jars.	1.1 Select jars.	Jars must be glass. Use recycles jars as this reduces the cost. Inspect the jars carefully. If jars are cracked or chipped the jam will spoil.	Be careful of cuts from broken glass.
	1.2 Wash the jars and lids.	Use warm water and detergent. After washing make sure the glasses are rinsed to remove any detergent.	
	1.3 Put the clean jars and the lids on a rack in a pot with clean water.	This is important to keep. The jars away from direct contact with the heat source.	
	1.4 Put pot on the stove and bring the water to a boil.	Boil jars for 10 minutes.	Be careful of burns from hot water.
	1.5 Stand sterilised jars on a drying rack to air dry.	Wash hands before handling sterilised jars.	

Using this information the workbook might look like this.

## Task 1. Sterilise the jars



### Select jars for use in jam making

Jars for use in jam making must be made of glass. If you want to reduce the cost of jam making you could use recycled jars. It is important that the jars have tight fitting lids.

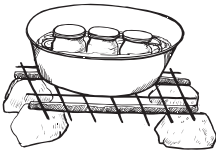
When selecting jars for use in jam making it is important that they are free from any cracks or chips. These will cause the jam to spoil.

When handling the glass jars be careful to avoid any sharp edges so that you don't cut yourself.



### Wash jars and lids

Jars should be washed before they are sterilised to remove any loose material. Use warm water and detergent to wash the glasses and rinse them thoroughly to remove any detergent.



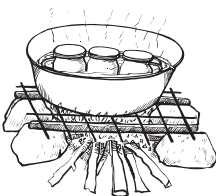
### Place jars and lids in the pot

To prevent the jars from cracking place them on a rack and place them in a pot with clean water. The rack will keep the jars away from direct contact with the bottom of the pot which sits on the fire or stove.

### Boil the jars

Bring the water to the boil. Leave the jars in the boiling water for about 10 minutes to ensure that any bacteria are killed.

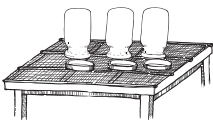
When boiling the jars be careful not to burn yourself on the hot water or the hot jars.



### Allow the jars to dry

Stand the jars on a drying rack and allow them to air dry. Don't dry them with a tea towel as this is likely to contaminate the jars. Make sure you wash your hands before handling the sterilised jars so that you don't contaminate them.

Be careful when handling the hot jars so that you don't burn yourself.



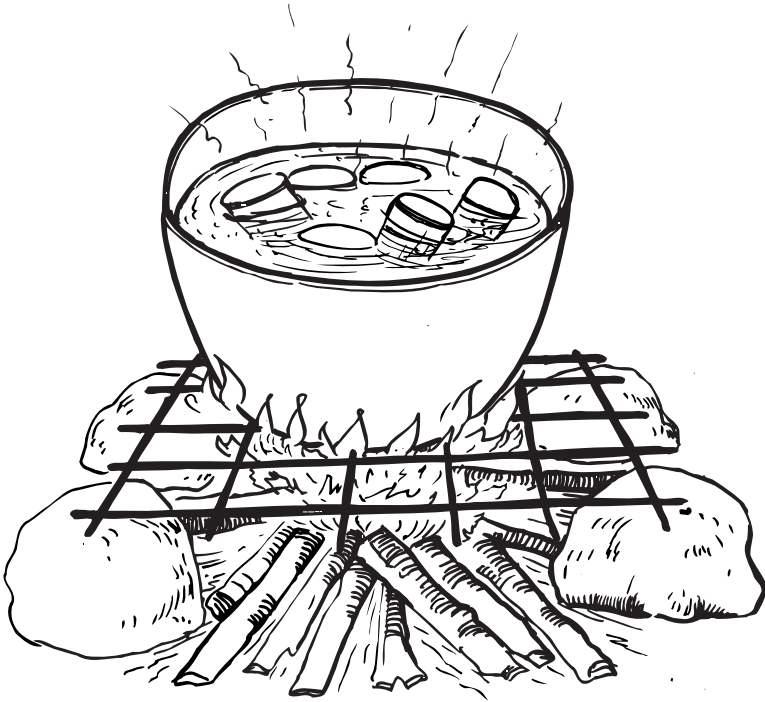
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## Add pictures and diagrams where appropriate

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Pictures and diagrams make a significant difference to a handout. A picture is usually more effective than words to give instructions about how something should be done. The following picture could be used to illustrate how jars are sterilised in boiling water over a wood fire.





## Add activities for trainees

Having activities for trainees to complete in the workbook is an effective way of involving trainees in the training session. This will reinforce the training and help trainees to remember what you covered in the training.

Activities could include:

- answering questions related to the learning material
- case studies
- problem solving exercises.

### Example

In the mango jam workbook questions about food hygiene could be added to the section on sterilising jars.

What is food hygiene?

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Why is it important to practice good food hygiene?

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How does sterilising the jars make the jam last longer?

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## Write an introduction and conclusion

You could add a short introduction and conclusion to the workbook. The introduction and conclusion should be based on what you have written in the session plan.

### Example

#### Introduction

This workbook has been written to help you make mango jam. This is an important skill to learn because you can sell the jam at the market to earn an income. During this course you will learn how to:

- sterilise jars
- prepare ingredients
- cook the fruit mixture
- package and label the fruit
- sell the fruit.

The learning outcome for the course is:

*"At the end of the course you should be able to make mango jam to sell at the local market."*

#### Conclusion

This course has covered all of the tasks necessary to make mango jam to sell at the market. You should now be ready to make your first batch and sell it at the local market.



## Adapting existing learning resources

There may be resources already written and available to you which can be used for your training course. It is important when using existing resources that you check if they are suitable for the training you have planned. You should check that the information included in the workbook or handout is consistent with what you want to present.



You might need to make some changes to the content to:

- make the information relevant to your group of trainees
- adapt the content to local conditions or community requirements
- adapt to available resources, equipment, facilities, and raw materials.

To adapt existing learning resources start with the session plan. Check that the learning resources you are going to use are consistent with your:

- learning outcome
- tasks and steps
- instructions for quality and safety.

# Conclusion



This module has been designed to help you to prepare learning resources for an income oriented short training course.

You should now be able to prepare handouts and workbooks, or adapt existing learning materials for your training courses. We hope this has given you some ideas to try out in your own training situation.

# Assessment checklist

The following is an assessment checklist for preparing learning resources. For each criteria place either tick or a cross.

## Criteria

### Handouts

- The information is clear and easy to read ☐
- Diagrams and pictures are appropriate and clear ☐
- The handout is effective in reinforcing the training ☐

### Workbook

- The workbook uses headings and sub-headings consistent with the tasks and steps in the session plan ☐
- The content of the workbook is consistent with the quality and safety instructions in the session plan ☐
- The workbook has appropriate diagrams or pictures that are clear ☐
- The information in the workbook is easy to read ☐
- The workbook has an introduction and conclusion ☐

# Appendix A: Session plan for jam making course

## Session plan

Course title: Making mango jam to improve your income

Learning outcome: At the end of the course you should be able to make mango jam to sell at the local market

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods and practice.
60 mins	1. Sterilise the jars.	1.1 Select jars.	Jars must be glass. Use recycled jars as this reduces the cost.	Cuts from broken glass	Glass jars with lids.	Demonstration and practice.
		1.2 Wash the jars and lids.	Inspect the jars carefully. If jars are cracked or chipped the jam will spoil.	Burns from hot water	Clean water (for washing jars).	
		1.3 Put the clean jars and the lids on a rack in a pot with clean water.			Large pot (for sterilizing jars).	
		1.4 Put pot on the stove and bring the water to a boil.	Boil jars for 10 minutes.		Wire rack (to put on the bottom of large pot).	
		1.5 Stand sterilised jars on a drying rack to air dry.	Wash hands before handling sterilised jars.		Kitchen towels (for drying jars).	

## Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
75 mins	2. Prepare the ingredients.	2.1 Select fruit.	Choose high quality fruit. If you use overripe or poor quality fruit, the entire batch can be ruined.	Wear protective clothing (apron, hair net, rubber gloves). If no rubber gloves are available, wash hands before and after food handling.	Mangoes (amount depends on quantity of finished product) Use ratio 5:6:1. For 5 cups mango pulp, add 6 cups of sugar, and the juice of 1 lemon.	Demonstration and practice.
		2.2 Wash fruit.	Wash fruit in clean water. If the water is not clean, you will have to find some way to purify it. Never wash mangoes in hot water Hot water makes mangoes go soft too soon.	Falls (wet, slippery floor).	Basket or other container. Knife, clean, cold water, bowl or colander, kitchen towel.	
		2.3 Peel and slice fruit.	Make sure the pieces are the same size. Remove all stones, seeds, and pits. Put the fruit in a clean bowl. Use wooden, clay, plastic, stainless steel, or enameled bowls and utensils only. Copper, brass, or iron bowls will react with the citric acid in the fruit and spoil the jam.	Cuts from using knives.	Sharp knife. Bowl. Cutting surface.	

## Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
		2.4 Crush fruit.	Crush the fruit pieces with a clean masher (mortar and pestle) or fruit press.	Bruises (from improper use of pestle).		
		2.5 Add sugar, lemons and pectin.	Sugar helps preserve the jam for a long time. The amount of sugar will depend on the sweetness of the fruit. You can extract pectin from the peels of the mangoes; just boil the peels in water. The sticky pectin will float to the top of the water. This should be done ahead of time. To avoid possible contamination and food poisoning, keep work area absolutely clean.		Bowl. Measuring cups. Storage container (for sugar). Lemon. Mango peels (if making pectin – optional step). Measuring spoons. Large wooden spoon. (for stirring ingredients).	

## Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
120 mins	3. Cook the fruit mixture.	3.1 Bring the fruit to the boil.	Start to cook the jam as soon as the fruit has been washed, stoned, and cut up. It is not good to prepare the fruit and leave it until you come back from the field. The fruit will lose its good colour and flavour. Boil to concentrate the sugar to the right level.	Risk of burns. Wear protective net, clothing (apron, hair rubber gloves). If no rubber gloves are available, wash your hands for at least 30 seconds.	Large pot. Fruit mixture. Wooden spoon with long handle (for stirring mixture). Kitchen towel . Stove (wood, gas, electric, charcoal).	Demonstration and practice.
		3.2 Stir mixture.	Stir the mixture constantly so it does not burn. This is important because jams burn easily if you don't keep stirring.		Table spoon or ladle (for testing consistency and taste). Extra sugar and lemon (for correcting taste).	
		3.3 Test the mixture.	The jam is ready when it is thick enough by taking spoonful and leaving it to cool. If the surface of a the jam wrinkles when you push it with a finger, the jam is ready. If its not thick enough, leave it to cook a little longer.			
		3.4 Remove the mixture from the heat.	After heating you may want to do a taste test to make sure the jam has a good flavour.			

## Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
60 mins	4. Package and label the jars.	4.1 Put jam into jam jars.	Use a funnel to pour the hot jam into the hot very containers until they are full. Filling the jars to the top keeps the air out. Keeping the air out will make the jam keep a long time.	Wear protective net, clothing (apron, hair rubber gloves). If no rubber gloves are available, wash your hands for at least 30 seconds before and after food handling.	Glass jars with lids. Labels. Glue. Scissors. Fabric.	Demonstration and practice.
		4.2 Seal the jars.	Make sure that the lids on your jars are sealed properly. If any air gets into the jar, the jam will spoil quickly. Use only new screw or push-on lids, or paraffin wax to seal the jars. Let the jars cool down.	Risk of burns from hot jam and cooking utensils.	Rubber bands. Sealing (paraffin) wax.	
		4.3 Label the jars.	Labels help to identify and decorate the containers. Decorative labels or a circle of bright fabric tied over the lid can attract customers.			
		4.4 Store the jam.	Store the jars in a cool, dark, well- ventilated place. The jam will keep for many months.			



# Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
60 mins	5. Sell the jam.	5.1 Cost the jam.	Calculate the cost of all of the ingredients needed to make the jam. Calculate the total cost of making the jam, including fuel and electricity costs.		Paper and pens or pencils.	Demonstrate and practice.
		5.2 Price the jam.	Decide on the amount of profit you want to make from selling the jam and add this on to the cost of making it. Check that the amount you want to sell the jam for is a price the market will pay. You don't want to try and sell the jam for a much higher price than others are selling the same product for.			Demonstrate and practice.
		5.3 Market the jam.	Make up a sign to display at the market to tell people about the jam that you are selling.			

# Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
		5.4 Sell the jam.	Make eye contact with customers and smile. Be prepared to tell them about your jam. Be helpful as this will encourage them to buy the jam. Make sure you have enough change to give to customers if they need it when they are buying the jam.			Role plays showing how to approach and speak to customers at the market. Practice counting money and handing out.
		5.5 Manage your money carefully.	Make sure that the money from selling the jam is kept securely so it is not lost or stolen. It is a good idea to bank the money you have made or use it to buy ingredients to make more jam for sale.			Explanation and discussion.

# Session plan

Time Minutes	Conclusion	Tools, raw materials, equipment, learning materials	Teaching methods
15 mins	Summarise the tasks covered during the training		
	<ul style="list-style-type: none"><li>• Sterilise jars.</li><li>• Prepare ingredients.</li><li>• Cook the fruit mixture.</li><li>• Package and label the fruit.</li><li>• Sell the fruit.</li></ul>		
	Remind trainees of the learning outcomes.		
	Learning outcome: At the end of the course you should be able to make mango jam.		
	Give trainees some feedback.		
	Tell the trainees what training is next.		

## Appendix B: Sample handout for the mango jam making course

### Mango jam recipe

#### Ingredients

5 cups mango pulp  
6 cups of sugar  
The juice of 1 lemon  
Pectin



#### Instructions

##### 1. Make the pectin

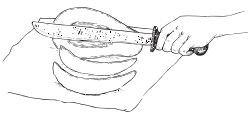
You can extract pectin from the peels of the mangoes: just boil the peels in water. The sticky pectin will float to the top of the water. This should be done ahead of time.



##### 2. Choose high quality fruit

If you use overripe or poor quality fruit, the entire batch can be ruined.

Wash fruit in clean water. Never wash mangoes in hot water. Hot water makes mangoes go soft too soon.



##### 3. Peel and slice fruit

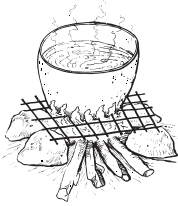
Make sure the pieces are the same size. Remove all stones, seeds, and pits. Put the fruit in a clean bowl. Use wooden, clay, plastic, stainless steel, or enameled bowls and utensils only. Copper, brass, or iron bowls will react with the citric acid in the fruit and spoil the jam.



##### 4. Crush the fruit

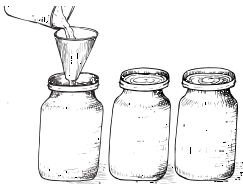
Crush the fruit pieces with a clean masher (mortar and pestle) or fruit press. Add sugar, lemons and pectin.

### 5. Cook the fruit mixture



Start to cook the jam as soon as the fruit has been washed, stoned, and cut up. It is not good to leave the fruit to sit as it will lose its good colour and flavour. Bring the fruit to the boil to concentrate the sugar to the right level. Stir the mixture constantly so it does not burn. To test that the jam is thick enough, take a spoonful and leaving it to cool. If the surface of the jam wrinkles when you push it with a finger, the jam is ready. If it is not thick enough, leave it to cook a little longer. Once the jam mixture is cooked remove it from the heat. You may want to do a taste test to make sure the jam has a good flavour.

### 6. Pour jam into jars



Use a funnel to pour the hot jam into sterilised jars until they are full. Filling the jars to the top keeps the air out and will make the jam keep a long time.

### 7. Seal the jars



Make sure that the lids on your jars are sealed properly. If any air gets into the jar, the jam will spoil quickly. Use only new screw or push-on lids, or paraffin wax to seal the jars. Let the jars cool down.



### 8. Label the jars for identification

You could also decorate to make them look more attractive. Store the jars in a cool, dark, well-ventilated place. The jam will keep for many months.

## **Appendix C: Sample handout for the training course – *Making cocoa powder to earn an income***

### **Making cocoa powder**

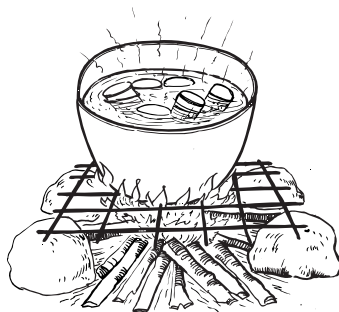
#### **1. Sterilise bottles**

Wash the bottles and the lids.

Put the bottles and lids in a large pot of water and bring the water to boil.

Boil the bottles and lids for 15 minutes.

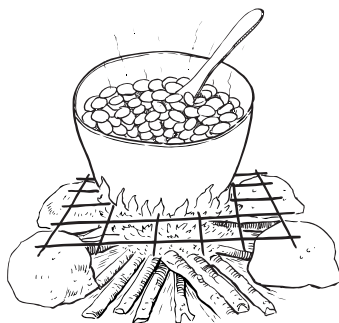
Remove bottles and lids from the pot and air dry.



#### **2. Toast the dry cocoa beans**

Put the beans in a large pot over the fire and toast until golden brown.

Remove from the pot to cool.



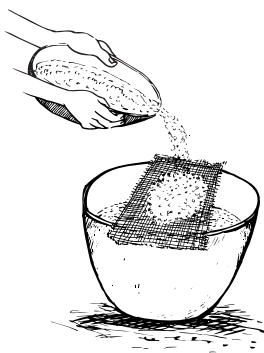
### 3. Grind the toasted cocoa beans

Put the toasted beans in a clean pounding jar. Pound the beans until fine enough for sifting.



### 4. Sift the pounded beans

Remove pounded beans from the pounding jar and sift cocoa powder.



### 5. Store in sterilised bottles

Put 2 cups of cocoa powder in each bottle. Cover and close bottles tight with lids.



