

## LePSAS TEACHING APPROACH

LePSAS is an acronym leading us to a participatory teaching approach which focuses on the LEARNER, not the teacher. The intent is to involve the student in the learning process through skits, sketches, or "starters" which pose a problem without giving any answer. The "starter" fosters discussion. Many times the larger group is broken into smaller groups for discussion of many questions. Then each group reports back what they have found (observed).

The facilitator (leader) is there to draw out information as well as to give input (knowledge) that does not come out from the students. He is a helper to facilitate learning. He plays a very active role. The techniques we use to foster this type of learning are as follows:

I. **Le = Learner-Centered** means that we:

- Start where learners are.
- Take time for greetings.
- Take time to find out if they are comfortable in mind and body.
- The teacher uses learner's name ("Anna says.....").
- The chairs are set up in a circle so all participants can see one another (eye contact).
- All participants, including the teacher, are seated and at eye level with each other. (The teacher is not elevated.)
- The teacher repeats the learner's statements to make sure he understands what is being said and to make sure the whole class hears it. ("Anna says . . .").
- Answers are written on newsprint so they can be copied later.
- The facilitator has an assistant who writes the answers on newsprint. This is done so he can fully participate in the teaching and not be standing, thus attention is on the learner, not the facilitator.
- Everyone contributes something to every discussion if possible.
- If questions or problems are brought up by the class they are often referred back to the learners for "buzzing" in twos or threes or in small groups.
- This encourages the group to think and to share their personal ideas.

II **P = Problem-Posing** involves in presenting a problem to open the teaching time and get people thinking and talking.

- This is done by using a story, sketch or skit which clearly presents one single, specific, solvable problem for each lesson.
- It poses or presents a single problem in a simple, clear, stimulating way.
- That presentation is a "starter" for the thinking process and leads into discussion.

A good Starter does the following:

- It poses a problem.
- It reveals or sharpens one's understanding of a problem.
- It stimulates the thinking process.

Why use a Starter?

- We use it as a guideline to discussion.
- It gets one's attention.
- It stimulates thinking in a group.
- It helps to make an image real.
- It helps to focus on one problem.
- It helps analyze the cause of the problem.

What makes a good Starter?:

- It is short, clear and simple.
- It poses one problem at a time.
- It shows a real life situation in a given community.
- It stimulates discussion built on the experience and knowledge of the group members.
- It should be true to the culture.
- It calls for action by revealing a real need.
- It should not give the solution.
- It gets people involved.
- It should be a solvable problem.
- After presenting a Starter, the discussion is encouraged by using Six special questions:
  1. What things or people did you See? (In the "starter")
  2. What was Happening? (What was the specific problem posed?)
  3. Does this happen in Our place?
  4. Why does it happen?
  5. What can we Do about it?
  6. What are you going to do about it? (This question is optional but it is excellent for getting specific personal application.)
- With the help of these five questions, the starter has SHOWD us the way to solving the problem. Not all the questions are asked every time.

III. **S = Self-Discovery** is essential to good learning:

- The learner discovers self-worth when she/he is taken seriously by the teacher and the other learners.
- Through dialogue (conversation or the inductive method), the learner discovers within her/his own thinking a good part of the answer to the problem.
- A good lesson will lead to the learner exclaiming "Ahah!" "I see!"
- All people have some knowledge. Therefore, we want to build on what they already know.
- Most of the desired knowledge will come from the group and usually from many different individuals. No one person has all the answers.
- Incorrect answers are made more "acceptable" by the facilitator's re-phrasing the question, or by asking what the group thinks. The right answer will normally come from the group itself so the facilitator does not have to always correct negative or wrong answers.

IV. **A = Action-Oriented**: Without action, learning is only "head" knowledge.

- "Good teaching is helping people learn to do something."
- That "something" is to solve the specific problem which was posed in the lesson.
- The lesson is not completed until learners have made plans for acting on that solution (Who? Where? When? How?)

V. **S = Spirit-Guided**: Without the guidance of the Holy Spirit we can fall into humanistic teaching.

- All teaching of spiritual truth is effective only through the enabling of the Holy Spirit.
- We are seeking to teach God's eternal truth. The Holy Spirit is both author and interpreter of God's Word. As we depend on Him, He enables us to communicate God's truth with authority and clarity.
- The Holy Spirit changes lives. He alone can produce the change of heart (inward) which results in a permanent change of behavior (outward).
- The role of the facilitator is to be a sensitive and Spirit-controlled guide in the learning process. Since not all answers are correct, he must be able to lovingly and patiently correct, without destroying the person's self worth.