

**DAILY DOSE
ENGLISH PROGRAM**

User Guide

An effective missionary tool to help
find, retain, and reactivate.

Uma ferramenta missionária para
encontrar, reter e reativar.

Una herramienta misional para
encontrar, retener, y reactivar.

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We appreciate your feedback. Please send any questions, suggestions, or comments pertaining to this program to: feedback@dailydoselearning.com.

Additional materials may be ordered from:
www.dailydoselearning.com/lds

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*“...and he [the Lord] inviteth them all to come unto him
and partake of his goodness; and he denieth none
that come unto him, black and white, bond and free,
male and female; and he remembereth the heathen;
and all are alike unto God, both Jew and Gentile.”*

2 Nephi 26:33

What is the Daily Dose English Program?

When people move from one country to another, they often feel inadequate at understanding and navigating the new culture. Learning a new language can be a difficult task, frequently causing frustration and creating a gulf between people of different cultures.

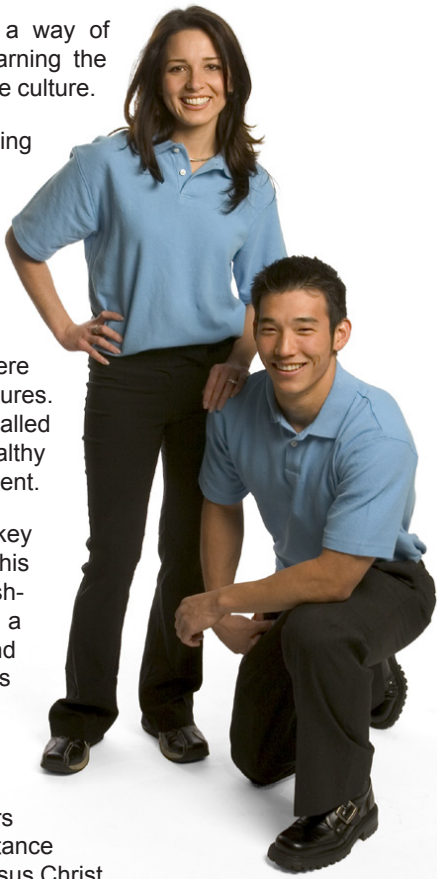
The Daily Dose English Program is a way of helping people feel comfortable in learning the English language and understanding the culture.

It uses a natural method of learning English, similar to the way all human beings learn their first language. It is based on human interaction, which takes place in a safe and caring environment, similar to that of a loving home.

In the Daily Dose English Program there are no books, grammar rules, or lectures. Participants learn in small groups called "Huddles," where they receive a healthy dose of love, support, and encouragement.

At the heart of the program is a key individual, known as a "Facilitator." This is a warm and caring native English-speaker who can dedicate 2 to 3 hours a week facilitating language Huddles and developing close relationships with his or her learners.

Perhaps the most important step in implementing this program is to call the right individuals to serve as Facilitators and to help them understand the importance of their calling as a representative of Jesus Christ.



What are Language Huddles?

A language Huddle is where the fun and the learning take place. It is where participants develop confidence, enthusiasm, and lasting friendships.

A Huddle is a small group of people standing in a circle, interacting and learning together with the help of a Facilitator. The ideal size of a Huddle is from 6 to 8 individuals, with 10 being the absolute maximum.

Huddle groups meet for 20 minutes, three times a week, for a total of 60 minutes a week, to practice common words, phrases, and dialogues they encounter in everyday life.

Some areas have opted for an alternate schedule, consisting of two Huddles a week, 30 minutes at a time, for the same total of 60 minutes a week.

Huddles begin and end with prayer, and the entire 20 minutes is spent practicing English out loud and interacting with others in the huddle. No Spanish, or other language, should be spoken during the Huddle.

In the Huddle, participants “act out” the meaning of words while repeating the words, phrases, and dialogues contained in each topic or poster.

The most dynamic Huddles are made up of a mix of members and nonmembers. This creates energy and enthusiasm as participants learn together and get to know one another.

It is important that Huddles begin and end on time, and that no more than a total of 30 minutes is required of the Facilitator and participants for any given Huddle. This includes arriving at the building, receiving a warm welcome, holding the Huddle, ending with a prayer, and departing from the building.



What is the Role of the Facilitator?

The Facilitator is the key to the success of this program. He or she is the role model, the coach, and the leader of the group. What the Facilitator does in the Huddle, others will do. Whatever enthusiasm they bring to the Huddle, participants will match it.



This is the person that makes the program fun, interesting, engaging, and productive. It is also the Facilitator who provides the emotional and spiritual support necessary for people to develop self-confidence and to feel excited about learning a new language.



The most effective Facilitators are those individuals who are happy, warm, caring, friendly, and enthusiastic. These wonderful people know how to show love and concern in spite of any cultural or language barriers that may exist. They have a natural ability to make others feel comfortable in their presence.



Facial expressions and body language are the most important tools of a good Facilitator. There are universal gestures that communicate the meaning of words in any language. Using your hands, facial expressions, and acting out the meaning of words will do much to help your learners develop confidence and learn the language.



Demonstrating how something is done or how words are pronounced is called "facilitating." Anyone who has raised children or who has taught basic skills to others is already familiar with this skill. Remember that you lead and they follow your example.



Note: Facilitators are usually called as Ward Missionaries by their own bishop or branch president.

There are five main skills that a Facilitator needs to focus on: Gestures, Repetition, Praise, Voice, and Movement. These skills are used to convey the meaning of new words and encourage learners to keep learning and keep practicing.



Gestures – An important part of facilitating is using body language to clarify the meaning of words and phrases. Use your hands, your face, and your entire body to demonstrate actions and key terms. For example, don't just say "smile," but point to your own smile while you say the word. Have learners do exactly what you do.



Repetition – New words need to be repeated many, many times before learners will feel comfortable with using them in a real life situation. Think of how many times young children get to hear the same words before they start speaking. In the Huddle, repeat new words and phrases eight, nine, ten times. This will help improve their pronunciation and help them feel comfortable with the new material.



Praise – All of us need to be encouraged and praised when trying new and difficult things. Use a lot of praise in the Huddle. Say "good job," "great," "perfect," "very good," and similar words of encouragement. Also use body language to show your approval, such as smiling, nodding your head, and high fives. A lot of praise will do wonders to their confidence and desire to learn.



Voice – The English language has many new sounds that do not exist in other languages. Learners will need to see how you pronounce the words and phrases with your mouth. Exaggerate your words and sounds if necessary. Say them slowly and clearly. Let them see how you use your lips, teeth, and tongue to make the sounds found in the lesson. It may be simple to you, but it's all new to them.



Movement – Your level of energy makes a difference in the Huddle. Show your energy and enthusiasm by moving around inside the Huddle. Point to the words and the pictures in the poster. If available, point to props related to the lesson. Finally, move around in the Huddle to make eye contact with each learner and to praise his or her efforts.

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MATERIALS

The Daily Dose English Program is organized into four 12-week sessions. We recommend that you cover one topic per week to allow sufficient time to learn and practice the new information.

Session	Level	Duration	Content	Topics
1	Level 1	12 weeks	12 topics	1 - 12
2	Level 2	12 weeks	12 topics	13 - 24
3	Level 3	12 weeks	12 topics	25 - 36
4	Level 4	12 weeks	12 topics	37 - 48

The program does not offer any advanced levels. Individuals already conversant in English needing advanced language training will be best served by attending local school or college programs.

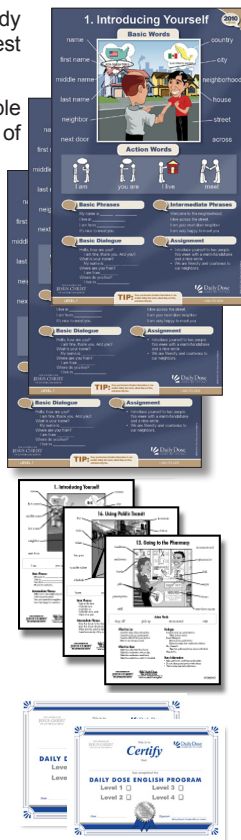
At the end of each 12-week session, you will want to hold a simple graduation ceremony and award each learner with a Certificate of completion.

Learning Posters – Facilitators use the Learning Posters as the main tool for conducting language Huddles. Each colorful poster provides the words, phrases and dialogue for the week. No other outside materials are necessary to hold Huddles, for the exception of a few props that may be helpful in conveying the meaning of new words.

Mini Posters – Each learner should receive a black-and-white mini-poster that corresponds to the topic for the week. These mini-posters are not used during the Huddle but they provide additional opportunities for learners to review the lesson material during the week. These are simple to use and easy to carry. Please do not encourage learners to carry three-ring binders or do anything that resembles a traditional classroom situation.

Certificates of Completion – Let learners know that, at the end of each 12-week session, they will receive their own Certificate of Completion. This will motivate them to be an active participant in the program. There is no hard rule as to how many Huddles they need to attend in order to receive a certificate. Exercise your best judgment and use these certificates as a tool for rewarding their efforts regardless of the number of Huddles they may have missed.

Full Training Kit – The above materials are available in printed form, in a *Full Training Kit* covering Levels 1-4, which can be ordered online at www.dailydoselearning.com/lds.



The Materials

The Learning Poster is the main tool used in facilitating Huddles. All posters follow the same format, providing a visual map of the material to be practiced during the week. Let's take a look at each section found on the poster.

Basic Words

Although there are 12 basic words on every poster, select only 2 or 3 words, just enough to form the first basic phrase on the poster. Use the illustration or props to convey the meaning of words.

Phrases & Dialogue

This is the heart of the lesson. Start with the most basic phrase. Have the group repeat each word until they can say the whole phrase. Then practice that phrase in the form of a dialogue.

Facilitator Tip

These are suggestions for you, the Facilitator, on how to coach this topic and make it interesting.

Title

Introduce the lesson title to the learners. Help them understand what the title means. Help them pronounce the words. First use group repetition, followed by individual repetition.

Action Words
Use gestures and hand motions to illustrate the meaning of the four actions words. Focus on only one word at a time. With a couple of basic words and one action word, you will be ready to learn a basic phrase.

Assignment/ More Information

Remember

You don't have to finish the entire lesson in one day. If all you do in one session is help your learners learn 4 or 5 words and practice one or two phrases, then you know you have been successful. Learning a language takes time. Just be patient with them and you'll soon begin to see real progress.

By the end of the week, learners will be ready to discuss and understand the additional information provided in each poster. This section contains life skill suggestions or additional assignments for the coming week.

1. Begin and end with prayer – begin by offering simple prayers in English as described in topic #4. Allow learners to offer a prayer in their own language until they feel comfortable saying a simple prayer in English.
2. Start and end on time – welcome participants no matter what time they arrive. But follow the schedule as it has been previously established.
3. Meet for 20 - 30 minutes, 2 - 3 times a week – A total of 60 minutes a week is sufficient to help learners begin conversing in English.
4. Speak English only; no Spanish in the Huddle – Avoid the temptation to translate the material into the learners' native language. A natural part of learning any language is struggling to figure out what people are saying.
5. Give lots of praise, lots of encouragement – Praise their efforts as well as their results. Learning a language takes time. Always encourage them to keep trying.
6. No sitting, no chalkboards, no outside materials – Remember that language is a social tool and must be learned in a social setting. Interacting in the Huddle is the best way to learn a new language.
7. Use lots of repetition with individual and group feedback – Repeat words and phrases many times. Help learners learn the correct pronunciation of the words. Provide loving feedback individually and as a group.
8. Use props and illustrations – Visual cues and illustrations will help the learning process better than translating words into a person's native language.
9. Do not team teach. Alternating days is sometimes OK – The best option is to have one Facilitator work with one group for an entire 12-week session. The relationships created in the Huddle will prosper best if closely maintained between learners and one Facilitator.
10. Keep the size of the group to 6 to 8 learners – Ten is the absolute maximum. Ask that your group be divided if you are regularly facilitating more than 10 learners.
11. Keep daily attendance roll – Call and follow up on individuals who are absent. Find out what is keeping them from attending your Huddle. Make every effort to help students feel wanted and supported.
12. Prepare a Weekly Report and submit it to your Coordinator – He or she, in turn, will prepare a Monthly Report and submit it to the designated High Councilor, along with a copy going to: reports@dailydoselearning.com. Monthly reports and weekly reports in Excel format are found in the CD Rom, under "For Facilitators and Coordinators."

Ready to start? Just follow these simple steps.

1. Hang the poster and review its content. Become familiar with the topic. Select one or two phrases you want to practice during the first Huddle. Review the Facilitator Tip found at the bottom of the poster.
2. Gather your learners in a circle around the poster. The facilitator needs to stand right next to the poster to be able to point to the words and illustrations.
3. Introduce the lesson by saying, "Today, we are going to learn about Introducing Yourself." Have the group repeat the title two or three times. Shake someone's hand and say, "Nice to meet you."
4. Look at the first phrase. You want to find and practice the Basic Words and Action Words that make up that phrase. Practice only those words sufficient to make up the phrase you have selected.
5. Have the group repeat a word several times. Then go around the circle and have each person say the word to you. Always praise their efforts.
6. Demonstrate the meaning of the words by using gestures, body movement, props, objects, and illustrations. Have learners imitate your words as well as your actions.
7. Break down each phrase and slow it down to one word at a time. Use enough repetition to help learners feel comfortable with the pronunciation of each word.
8. After learning each word, have the group repeat the entire phrase several times. Then move to individual practice of the phrase. Provide feedback and praise.
9. Move to the next phrase by beginning with the Basic Words, followed by the Action Words that make up the phrase. Use group and individual repetition as before.
10. At the end of the Huddle, review all of the words and phrases you practiced that day. Encourage them to review the same lesson at home using the Mini Posters.

How am I doing?

After two to three weeks of facilitating Huddles, use this self-evaluation form to assess how well you are doing as a Facilitator.

AM I...	A	B	C
Smiling?			
Using Praise?			
Using Encouragement?			
Being Consistent?			
Celebrating Success?			
Using Gestures?			
Using Repetition?			
Using Voice Skills?			
Using Movement?			
Using Props?			
Improving My Skills?			
Contacting My Learners When They Are Absent?			
Encouraging My Learners To Invite Their Friends & Neighbors?			

ARE MY LEARNERS...	A	B	C
Participating (Practicing Speaking) In The Huddles?			
Having Fun?			
Asking Questions?			
Excited To Learn?			
Practicing Speaking On Their Own?			
Bringing Their Friends And Neighbors?			

- A. Always
B. Sometimes
C. Seldom

Place a check mark in the box that most accurately reflects how well you and your learners are doing.



To improve your skills try these suggestions:

1. Pray about your learners.
2. Read the User Guide once a month.
3. Watch the Facilitator Training DVD with other Facilitators and discuss its key points.
4. Ask another Facilitator (or Coordinator) to watch one of your Huddles and give you feedback.

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