

LEARN TO SUCCEED

TRAINING OF **E³** MASTER TRAINERS: 2020

ACTIVITY BOOK

ENTREPRENEURSHIP
EMPLOYABILITY
EDUCATION



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ACTIVITY BOOK

E³: If it's going to be, it's up to me!



Activity 1 – The world and teaching today

1.1 The introduction has highlighted the following in my personal life:

In my professional life:

Activity 2 – Who am I? Where am I going?

2.1 Look through the following statements and reflect on your personal make-up by rating each statement on a scale from 1-4 where **1 = not at all** and **4= very much so**.

RATING	FIXED / GROWTH MINDSET	RATING	FIXED / GROWTH MINDSET
	If you succeed, I feel threatened		I don't like to be challenged
	Tell me I try hard		My effort and attitude determine everything
	When I fail, I'm no good		Tell me I'm smart
	I want to challenge myself		If you succeed, I'm inspired
	When I'm frustrated, I persevere		My abilities determine everything
	I'm either good at it, or I'm not		I can learn anything I want to
	When I fail, I learn		When I'm frustrated, I give up

2.2 **Underline** the conclusion you have reached.

I show more qualities of a growth / fixed mindset

2.3 Reflect on what you need to change to be better equipped for the 21st century:

2.4 Give your workbook to a friend and ask if they agree with your self-assessment.

YES

NO

Comment:

Activity 3 – Circle of influence and the circle of control

3.1 Study the following typical frustrations in a teacher's day and **circle what you can control** and **underline what cannot be controlled**.

1	Children arrive at school hungry	2	Learners are undisciplined
3	You lack the confidence to go to the principal to complain about a senior teacher who is giving you a hard time	4	ESKOM is load-shedding and you cannot plan your day because the schedules are not always accurate
5	You are dissatisfied with the increase in the price of petrol	6	Some teachers do nothing - and you are overworked
7	You do not understand the work you have to teach	8	You are often late for school and are always in trouble

3.2 Explain how the above activities will make you happier and more productive at work.

3.3 In the block below insert one or two personal mantras in the next phase of your life.

MY PERSONAL MANTRA FOR SUCCESS:

Activity 4: Personal and professional brick wall

Study the brick wall and in your own brick wall below insert obstacles that you experience personally in your own school, district, province.



MODULE 2 - MAKING THE COMMITMENT

Activity 5: The happiness trilogy

Play the “Spilling the Beans” game. In groups answer the following questions/share the personal reflections:

- 5.1 How important is making your mark on the world? (2 people share views. Jot down main ideas)

- 5.2 Do you really think that a “worthwhile” life is so important in our pursuit of happiness? (Another 2 people share views. Jot down main ideas)

- 5.3 Personal reflection:

Underline your choice in each sentence:

I am / I am not yet a valued member of the teaching community because

I value / do not value the teaching community because

The teaching community is valued / is not valued because

I am happy / unhappy as a teacher and personally because

Activity 6: Teachers yesterday and tomorrow

6.1 In groups, complete this table:

Teaching success factors:

The past	The future
1	
2	
3	
4	
5	
6	

Activity 7: Effectiveness of E^3

7.1 In your group, discuss three difficult situations in which learners were involved (at school, district or provincial level). How do you think the E³ approach could help mitigate these challenges in future?

[illegible]












Activity 8: The DBE plan - a graphic harvest

In groups, decide on who will do the artwork and capture notes for a graphic (mind-map or harvest) to sum up the DBE plan using these headings / key ideas:

- Why E³?
- What will E³ do?
- How will this happen?
- What is the ideal outcome?

Activity 9: Generational Gaps

9.1 Study the graphic below and in groups decide where each member of your team fits, by writing their names in the correct category.

Characteristics	Maturists (pre-1945)	Baby Boomers (1945-1960)	Generation X (1961-1980)	Generation Y (1981-1995)	Generation Z (Born after 1995)
Formative experiences	Second World War Rationing Fixed-gender roles Rock'n'Roll Nuclear families Defined gender roles - particularly for women	Cold War Post-War boom „Swinging Sixties“ Apollo Moon landings Youth culture Woodstock Family-orientated Rise of the teenager	End of Cold War Fall of Berlin Wall Reagan / Gorbachev Thatcherism Live Aid Introduction of first PC Early mobile technology Latch-key kids: rising levels of divorce	9/11 terrorist attacks PlayStation Social media Invasion of Iraq Reality TV Google Earth Glastonbury	Economic downturn Global warming Global focus Mobile devices Energy crisis Arab Spring Produce own media Cloud computing Wiki-leaks
Percentage in U.K. workforce*	3%	33%	35%	29%	Currently employed in either part-time jobs or new apprenticeships
Aspiration	Home ownership	Job security	Work-life balance	Freedom and flexibility	Security and stability
Attitude toward technology	Largely disengaged	Early information technology (IT) adapters	Digital Immigrants	Digital Natives	„Technoholics“ - entirely dependent on IT: limited grasp of alternatives
Attitude toward career	Jobs are for life	Organisational - careers are defined by employers	Early „portfolio“ careers - loyal to profession, not necessarily to employer	Digital entrepreneurs - work „with“ organisations not „for“	Career multitaskers - will move seamlessly between organisations and „pop-up“ businesses
Signature product	Automobile 	Television 	Personal Computer 	Tablet/Smart Phone 	Google glass, graphene, nano-computing, 3-D printing, driverless cars
Communication media	Formal letter 	Telephone 	E-mail and text message 	Text or social media 	Hand-held (or integrated into clothing) communication devices 
Communication	Face-to-face	Face-to-face ideally, but telephone or e-mail if required	Text messaging or e-mail	Online and mobile (text messaging)	Facetime
Preference when making financial decisions	Face-to-face meetings	Face-to-face ideally, but increasingly will go online	Online - would prefer face-to-face if time permitting	Face-to-face	Solutions will be digitally crowd-sourced

*Percentages are approximate at the time of publication.



9.2 Why is this information important for you and any teacher?

10.1 How do you think PBL can start addressing the issues of 4IR and youth unemployment?

[illegible]

Activity 11

11.1 Brainstorm ideas around launching PBL in Term 3 in your school:

School:

District:

Province



MODULE 4 - SUPPORT FOR TEACHERS & SCHOOLS

Activity 12

12.1 Reflect on Michelle's presentation and capture the details of her project in the table below.

	STAGE	COMMENT
1	Challenging problems or questions	
2	Sustained inquiry	
3	Authenticity	
4	Student voice and choice	
5	Reflection	
6	Critique and revision	
7	Public product	

12.2 How will teachers have to change? Capture main points below.

Activity 13: Tips to encourage differentiation in class

- 13.1 On flashcards capture tips on how to differentiate amongst learners and so ensure that every learner is accommodated.
- 13.2 Study the notes and supplement your flashcards with ideas from the notes.
- 13.3 Tack your flashcards under the right heading on the wall.
- 13.4 In the space below, draw a rough mind-map to capture the above discussion:

Activity 14: Analysing a project

14.1 Tick whether the golden steps of PBL have been included in the project you were handed.

	STAGE	<input checked="" type="checkbox"/>	COMMENT (IF NEEDED)
1	Challenging problems or questions	<input type="checkbox"/>	
2	Sustained inquiry	<input type="checkbox"/>	
3	Authenticity	<input type="checkbox"/>	
4	Student voice and choice	<input type="checkbox"/>	
5	Reflection	<input type="checkbox"/>	
6	Critique and revision	<input type="checkbox"/>	
7	Public product	<input type="checkbox"/>	

14.2 Which project did you like the most and why?

Activity 15: Tips for effective group work

Groups discuss how to make group work **really work**. Make notes to contribute to the large group discussion.

Activity 16: How are you doing?

PBL Facilitator	How I need to adapt / or not?
Design and plan A learner problem arises and a lesson is created around it. She knows her curriculum and this will help her to link the problem to relevant CAPS information/knowledge transfer.	
Align to standards Knows the CAPS and links her lesson to outcomes and expectations from the CAPS.	
Build the culture Understands that school culture plays a huge role in modeling appropriate and meaningful relationships.	
Manage activities The project is designed around practical real-life solutions. There is very little transmission teaching. Learners are given a task with clear instructions and the teacher observes learners and helps them when needed. She is a class and activity manager.	
Scaffold student learning She understands that all learners are different and in a variety of ways. She sees her role as that of supporter as each individual learner is helped to climb to the next level because of her one-on-one coaching.	
Assess student learning In her classroom, there are 3 types of assessment and each is treated differently and has a different purpose: Baseline – where should we start? Formative – How are we doing, every little step of the way? Summative – How did we do when tested on a chunk of work?	
Engage and coach Her role is to pay attention to the needs of every learner and to offer them support, not via formal teaching, but by one-on-one coaching especially as they work in groups.	

Activity 17: Spinning a yarn

17.1 Using strings, recount stories from your past sharing how...

... language disempowered a learner you knew.

... language proficiency has empowered learners you know/knew.

17.2 Doodle as your group mates speak:

Doodles:

Activity 18: Professional Learning Communities (PLCs)

18.1 In pairs, explain why each of the 10 characteristics is crucial for a successful PLC.

1 Mutual trust and respect	
2 Support challenge and constructive critique	
3 Shared vision and focus on learning for all learners	
4 Collaborative and reflective enquiry	
5 Inclusive membership	
6 Leadership	
7 Collective responsibility for student learning	
8 Coherent, responsive change in practice	
9 Regularity	
10 Systematic, rigorous enquiry into practice	

Activity 19: How can you play a role?

In pairs, using A3 paper, commit to change by:

19.1 Saying what action you will take immediately:

19.2 Finding an inspiring quotation to embody your view of PBL as nation building:

19.3 Your personal mantra to drive your own life (personal and professional):

Activity 20: Spreading the word

20.1 How are you going to contribute to **spreading the word** and **mobilizing and developing teachers**?
Consider innovative technology.

- I shall spread the word by

- Here is my plan for mobilizing teachers:

20.2 This is what I really feel about PBL and this is what I am going to do to change education in South Africa.



*Tell me and I forget.
Teach me and I remember.
Involve me and I learn.*

Benjamin Franklin





NOTES & THOUGHTS

A series of horizontal dotted lines for writing notes and thoughts.

