

# PLANNING A CAREER EXPO: FUTURE-FOCUSED CAREERS PROJECT PLANNER



**3** ENTREPRENEURSHIP  
EMPLOYABILITY  
EDUCATION

PROJECT-BASED LEARNING | LIFE ORIENTATION



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



GRADE **10**

# PROJECT-BASED LEARNING GRADE 10 PROJECT PLANNER

Dear teacher and coach

If this is your first experience with E<sup>3</sup>, we hope that you will soon become as excited as we are. If it's your next round, you know what is waiting for you: lots of excitement from learners and their parents, some pushback from uninitiated colleagues and lots of hard work and on-the-spot problem solving as you deal with the day-to-day challenges and joyful surprises that Project-Based Learning brings into the classroom. Stay focused and stay enthusiastic – once you have a personal plan of action that suits your style and school, things do get easier.

You will notice that we have changed the method of planning as the large bulky Excel document was becoming a little unwieldy and difficult to use. This booklet replaces the spreadsheet and we believe is more user-friendly.

The step-by-step instructions have been bulleted and simplified, but we have also added guidance to the big E<sup>3</sup> picture: a summary of why learners are even doing the activity, how PBL is helping and what the actual project is.

Most importantly, however, is an important reminder that we should all be remembering the compelling goal that is driving this programme:

*To ensure that **youth unemployment** is seriously addressed, every South African must be gainfully employed as an entrepreneur, have a job or be pursuing an educational journey after school.*

Please pay attention to the development of the competencies learners need to develop to flourish in a challenging post school environment.

To assist you we have included a table of the competencies that E<sup>3</sup> is promoting to ensure our learners are ready and excited to enter a changing world. Use the reflection sheets at the end of this booklet to track your own development of competencies! Use the language in the table to guide your feedback.

Have fun – laughter truly is a powerful tool for unleashing a love for learning and the confidence that we need to be successful in an uncertain future.



# RUBRIC TO RATE THE LEVEL OF COMPETENCIES AND E-MINDSET



COMPETENCIES	Character	Citizenship	I am very committed and involved in various activities in my community and people regard me as someone to follow in my circle of influence.
		Curiosity	I am very curious about everything around me and all my senses are alerted to possibilities which I always put into practice.
		Resilience	When I face challenges I am always excited about the possibilities and I always get up after I have been unsuccessful. I am always enthusiastic about what I have learned in the process.
	Thinking	Creativity	I always use my imagination to come up with original ideas and/or I am always creating new things.
		Critical thinking	I always form judgements based on my ability to analyse and evaluate objectively.
		Reasoning	I always think about things in a logical and sensible way and I always come up with conclusions easily.
	Collaboration	Collaboration	I always produce good work / things by working well with people (individuals or a team).
		Communication	I am always successful in conveying or sharing ideas or feelings.
		Empathy	I have a highly developed ability to understand and share the feelings of others.
E-MINDSET	Agency	Growth mind-set	I am always open to new information and am always willing to change my beliefs, assumptions and actions as a result.
		Motivation	I always do what needs to be done without needing to be influenced by other people or situations. I always find a reason or the strength to complete a task, even when it is challenging, without giving up or needing anyone else to encourage me.
		Internal locus of control	I always have control of my life and my work is always my own and it is because of this that I experience success often. I never blame others or circumstances on my lack of success.
		Regulation of emotion	I always respond to the demands of a situation with emotions that are socially tolerable and sufficiently flexible to allow spontaneous or delayed reactions – whichever are appropriate.
	Self-efficacy	Tasting success	I have always done things successfully enough to give me “the taste of success” that makes me motivated to want more and to believe that I can get it.
		Socially relatable role model	I have always been fortunate to have been exposed to excellent role models that I can relate to and who make me motivated to want to be like them.
		Positive support	I have always been fortunate to have had someone who has been a positive support to me and who has encouraged me and seen me as a person.
	Solution seeking	Resourceful	I always find quick and clever ways to overcome difficulties and find solutions.
		Problem solving	I always find solutions to difficult or complex problems.

WHY

Students develop deep content knowledge, critical thinking, creativity and communication skills doing an authentic, meaningful project. Project-based learning gets teachers and learners energised.

HOW

Students work on project over extended period that engages them to solve real-world problems or answer complex question. They demonstrate skills/knowledge in public presentation.

WHAT

Learners research and organise a future-focused expo for Grade 9-learners and parents, addressing the issue of ignorance around the new world of work and 4IR. Addresses grade 9 subject choices.

## TEACHER ACTIVITIES FOR THIS WEEK

- Teacher announces the Career Expo at the end of term.
- Grade 10 learners will be organising event for Grade 9s and rest of community/school.
- Ask learners to brainstorm logistics (where, dates, times, speakers, exhibitions, fundraising, project management, who does what?).
- Show learners how to create invites and make a list of persons to invite as speakers on the day.
- Explain the use of a Gantt chart, put one up in class and start filling in.

## OUTCOMES TO ACHIEVE THIS LESSON

- Events organising
- Understand long-term planning
- Letter writing/invitations
- Learn to use Gantt chart
- Learn goal-setting, problem solving, assertiveness and negotiation

## ENRICHMENT ACTIVITIES

Lifelong learner, creativity, curiosity. Interacting with the world. Awareness.

## CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION

Coping with change: Importance of communication and friends. Critical thinking, decision-making, etc.

## WHAT ARE THE LEARNERS DOING?

Brainstorming about the Careers Expo. Discussing logistics, listing possible speakers and creating invites to speakers and the rest of the community. Start filling in the Gantt chart.

## TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)

- Text book
- Gantt chart

## COMPETENCIES TO LOOK FOR IN THIS LESSON

- Creativity
- Curiosity
- Awareness-interacting with the world
- Goal-setting
- Organising event

## RESOURCES YOU WILL NEED FOR THIS LESSON

- A3 paper for Gantt chart
- A4 writing paper
- Coloured pens/Koki's

## CLASSROOM MANAGEMENT AND LAYOUT

- Allow time for free discussions of ideas for the Career Expo
- Lead decision-making re logistics

## POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT

Learners can go out and interview persons with future-focused careers, record the interviews on video and start a YouTube channel with career advice.

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HOW

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WHAT

Learners research and organise a future-focused expo for Grade 9-learners and parents, addressing the issue of ignorance around the new world of work and 4IR. Addresses grade 9 subject choices.

## TEACHER ACTIVITIES FOR THIS WEEK

- Teacher introduces diversity in jobs with the challenge of 4IR.
- Ask learners to write dream careers on flash cards – one each.
- Discuss 3 economic sectors, label it on the wall and ask learners to put up cards under relevant sector.
- Show video of 4IR and ask learners to create future-focused careers on flash cards.
- Display flash cards in relevant sectors.
- Put all cards in box and learners draw cards.
- For homework learners research careers they have selected and prepares for expo.

## OUTCOMES TO ACHIEVE THIS LESSON

- Understanding the new world of work and 4IR
- Get a glimpse of future-focused careers
- Recap 3 economic sectors
- Research and information gathering

## ENRICHMENT ACTIVITIES

Lifelong learner, interacting with peers

## CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION

Term 3 Careers and Career choices. Diversity in jobs. Economic sectors. Career opportunities

## WHAT ARE THE LEARNERS DOING?

Watch video and take part in discussion. Choose career and write on flash card. Put card up under correct sector. Choose future-focused career. Draw a card and start doing research on specific career for expo.

## TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)

- Video of 4IR
- Textbook

## COMPETENCIES TO LOOK FOR IN THIS LESSON

- Lifelong learning
- Creativity
- Curiosity
- Awareness-interacting with the world

## RESOURCES YOU WILL NEED FOR THIS LESSON

- Scrap paper for flash cards
- Coloured Koki's
- Prestik
- TV or projector to play video

## CLASSROOM MANAGEMENT AND LAYOUT

- Allow time for discussions
- Allow for creative ideas on future careers, even if they are outrageous

## POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT

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## TEACHER ACTIVITIES FOR THIS WEEK

- Teacher divides class into groups and explains the Perfect Entrepreneur-game.
- Teacher unpacks the game and asks learners to take notes.
- Teacher asks learners to complete Worksheet 3.1 on their own.
- Teacher opens conversation about the WITS analysis, personality types and where different types fit in.
- Teachers asks learners to complete Worksheet 3.2 at home, and explains what is expected in regards to research on careers.

## OUTCOMES TO ACHIEVE THIS LESSON

- Learners discover what entrepreneurship takes and how it affects every career.
- Learners discover their personality type according to WITS analysis and find out where they fit in.
- Research skills.
- Learn to follow instructions.
- Make positive choices in career fields.

## ENRICHMENT ACTIVITIES

Introspection and self-awareness. Lifelong learning and creativity

## CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION

Term 3 Careers and Career choices. The world of work-settings. Development of self in society

## WHAT ARE THE LEARNERS DOING?

Learners play the Perfect Entrepreneur-game. They complete the WITS analysis. They take part in the conversation about entrepreneurship and personality types.

## TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)

- Worksheet 3.1, 3.2
- Textbook p. 40-45

## COMPETENCIES TO LOOK FOR IN THIS LESSON

- Critical thinking
- Participation
- Partnership for change

## RESOURCES YOU WILL NEED FOR THIS LESSON

- Entrepreneur game
- A3 pages
- Coloured Koki's
- WITS analysis explanation

## CLASSROOM MANAGEMENT AND LAYOUT

Teacher moves around to assist and explain

## POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT





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## TEACHER ACTIVITIES FOR THIS WEEK

- Teacher divides class into groups.
- Each group must design, create and produce a deck of career cards, with logo, brand name, etc.
- Invite learners to come up with fun games with the deck of cards.
- Ask learners to complete Worksheet 3.2, also take it home to complete the research on different careers.

## OUTCOMES TO ACHIEVE THIS LESSON

- Researching skills
- Creativity
- Knowledge about more careers

## ENRICHMENT ACTIVITIES

Lifelong learning, learning from adult guest speakers about interesting careers.

## CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION

Term 3 Careers and Career choices. Subject integration with languages, Visual Arts, Bus Studies

## WHAT ARE THE LEARNERS DOING?

Learners discuss task in groups and come up with creative designs, names and logos for their deck of career cards. In groups, they think out educational games they will play with the Grade 9-learners.

## TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)

Worksheet 5

## COMPETENCIES TO LOOK FOR IN THIS LESSON

- Lifelong learning
- Creativity
- Interacting with the world

## RESOURCES YOU WILL NEED FOR THIS LESSON

- A4 paper
- Coloured Pens/Koki's

## CLASSROOM MANAGEMENT AND LAYOUT

- Rubric for research
- Teacher moves around to assist and answer questions

## POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT

Create a YouTube channel of video-taped careers.

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WHAT

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## TEACHER ACTIVITIES FOR THIS WEEK

- This is CAREER EXPO DAY and the teacher will help learners to set up the venue.
- The teachers must be there to assist where necessary.

## OUTCOMES TO ACHIEVE THIS LESSON

- Learners in Grade 10 (and Grade 9) will have a good idea of different career choices.
- Learners learn collaboration skills in setting up the event.
- Learn to direct a programme, introduce guest speakers.
- Learn to welcome and usher people to appropriate exhibitions.
- Responsibility for taking down the expo and clearing/cleaning the venue.
- Teaching other learners about different, new or futuristic opportunities out there.

## ENRICHMENT ACTIVITIES

Lifelong learning, learning from adult guest speakers about interesting careers

## CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION

Term 3 Careers and Career choices

## WHAT ARE THE LEARNERS DOING?

Directing the programme, ushering visitors, filling out registers, helping with set-up, but also taking down of expo at the end of the day. Learners dress according to the field of study/work they are presenting.

## TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)

Worksheet 5

## COMPETENCIES TO LOOK FOR IN THIS LESSON

- Lifelong learning
- Partnership
- Participation
- Transformation

## RESOURCES YOU WILL NEED FOR THIS LESSON

- Cards
- Tables
- Chairs
- Sound
- Refreshments

## CLASSROOM MANAGEMENT AND LAYOUT

Teacher moves around to see how every group is working together

## POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT



WHY

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HOW

Students work on project over extended period that engages them to solve real-world problems or answer complex question. They demonstrate skills/knowledge in public presentation.

WHAT

Learners research and organise a future-focused expo for Grade 9-learners and parents, addressing the issue of ignorance around the new world of work and 4IR. Addresses grade 9 subject choices

## TEACHER ACTIVITIES FOR THIS WEEK

- Teachers allows learners to reflect on what happened during the event/expo.
- Let them complete Worksheet 5.

## OUTCOMES TO ACHIEVE THIS LESSON

- Reflection on what worked, what could have been better and lessons learned.

## ENRICHMENT ACTIVITIES

Lifelong learning

## CAPS ALIGNMENT AND ASSESSMENT AND OTHER SUBJECT INTEGRATION

CAT, Languages, Chemistry, Business Studies, Economics

## WHAT ARE THE LEARNERS DOING?

Learners reflect on what they have learned from organising the expo. They will also focus on the skills they have generated and how they feel about the outcomes.

## TEACHING TOOLS TO USE IN THIS LESSON (PROCESSES)

Worksheet 5

## COMPETENCIES TO LOOK FOR IN THIS LESSON

- Reflection
- Introspection

## RESOURCES YOU WILL NEED FOR THIS LESSON

Worksheet 5

## CLASSROOM MANAGEMENT AND LAYOUT

Rubric for research and presentation

## POSSIBLE EXPANDED LEARNING-OPPORTUNITY FOR THIS PROJECT

## REFLECTION

3 ENTREPRENEURSHIP  
EMPLOYABILITY  
EDUCATION

DATE:

TOPIC:

This activity went well because:

1

What I shall do differently the next time I do this is:

I have learned the following about my:

Technical Teaching skills:

Mindset:

## REFLECTION

3 ENTREPRENEURSHIP  
EMPLOYABILITY  
EDUCATION

DATE:

TOPIC:

This activity went well because:

2

What I shall do differently the next time I do this is:

I have learned the following about my:

Technical Teaching skills:

Mindset:

## REFLECTION

3 ENTREPRENEURSHIP  
EMPLOYABILITY  
EDUCATION

DATE:

TOPIC:

This activity went well because:

3

What I shall do differently the next time I do this is:

I have learned the following about my:

Technical Teaching skills:

Mindset:

## REFLECTION

3 ENTREPRENEURSHIP  
EMPLOYABILITY  
EDUCATION

DATE:

TOPIC:

This activity went well because:

4

What I shall do differently the next time I do this is:

I have learned the following about my:

Technical Teaching skills:

Mindset:

## REFLECTION

3 ENTREPRENEURSHIP  
EMPLOYABILITY  
EDUCATION

DATE:

TOPIC:

This activity went well because:

5

What I shall do differently the next time I do this is:

I have learned the following about my:

Technical Teaching skills:

Mindset:

## REFLECTION

3 ENTREPRENEURSHIP  
EMPLOYABILITY  
EDUCATION

DATE:

TOPIC:

This activity went well because:

6

What I shall do differently the next time I do this is:

I have learned the following about my:

Technical Teaching skills:

Mindset:

## REFLECTION

3 ENTREPRENEURSHIP  
EMPLOYABILITY  
EDUCATION

DATE:

TOPIC:

This activity went well because:

7

What I shall do differently the next time I do this is:

I have learned the following about my:

Technical Teaching skills:

Mindset:

## REFLECTION

3 ENTREPRENEURSHIP  
EMPLOYABILITY  
EDUCATION

DATE:

TOPIC:

This activity went well because:

8

What I shall do differently the next time I do this is:

I have learned the following about my:

Technical Teaching skills:

Mindset:

## REFLECTION

3 ENTREPRENEURSHIP  
EMPLOYABILITY  
EDUCATION

DATE:

TOPIC:

This activity went well because:

9

What I shall do differently the next time I do this is:

I have learned the following about my:

Technical Teaching skills:

Mindset:

## REFLECTION

3 ENTREPRENEURSHIP  
EMPLOYABILITY  
EDUCATION

DATE:

TOPIC:

This activity went well because:

10

What I shall do differently the next time I do this is:

I have learned the following about my:

Technical Teaching skills:

Mindset: